



This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

- + *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.
- + *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.
- + *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.
- + *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at <http://books.google.com/>

EducT 758.98.543



Harvard College Library

THE GIFT OF
GINN AND COMPANY
DECEMBER 26, 1923



3 2044 097 064 422



ELEMENTS OF

GRAMMAR AND COMPOSITION

BY

E. ORAM LYTE, A.M., PH.D.

PRINCIPAL FIRST PENNSYLVANIA STATE NORMAL SCHOOL,
MILLERSVILLE



NEW YORK · CINCINNATI · CHICAGO
AMERICAN BOOK COMPANY

HARVARD COLLEGE LIBRARY
GIFT OF
GINN AND COMPANY
DEC. 28, 1923

LYTE'S LANGUAGE SERIES.

ELEMENTARY ENGLISH.

For use in Primary and Lower Grammar Grades.

ELEMENTS OF GRAMMAR AND COMPOSITION.

For use in Upper Grammar Grades.

ADVANCED GRAMMAR AND COMPOSITION.

For use in High Schools, Normal Schools, and
Preparatory Schools.

COPYRIGHT, 1898, BY

E. ORAM LYTE

LYTE'S EL. GR. AND COMP.

W. P. I

PREFACE.

“Elements of Grammar and Composition” is the second of a two-book series of text-books on the English language, designed for use in the public schools and in the primary and grammar grades of city schools. Pupils who master these two books will have a good “working” knowledge of the subject, and should be able to express their thoughts in correct English.

The subject of Grammar as here presented is divided into three parts, and represents two or three years’ work in this branch.

Among the more prominent features to be found in this work, the following may be mentioned : —

1. The book is written for girls and boys. The subject is therefore unfolded from a psychological rather than a logical point of view. The method of treatment in Part I. is inductive. In Part II. and Part III., the inductive and deductive methods are both employed.

2. What is to be memorized is reduced to a minimum, and is not presented till the pupil is ready for it.

3. The forms of written analysis are easy to learn and easy to use. The sentence is not lost sight of in the form used in “diagramming” it.

4. The lessons in Literature and Composition are designed to help the pupil to appreciate the worth and beauty of literature, and to aid him to express his own thoughts with accuracy and a reasonable degree of fluency.

5. The author recognizes that the English language has a grammar, which is not Latin or Greek, or even Anglo-Saxon. The topics treated of, and the method of treatment, find their justification in the English of to-day. It is believed, too, that one of the most interesting and most stimulating of the “thought-studies” pursued in the elementary schools to-day is English grammar.

The author desires to acknowledge his indebtedness to Messrs. Houghton, Mifflin & Co., Boston, for permission to use selections from the writings of Hawthorne, Longfellow, Lowell, and other

standard authors ; and to Messrs. D. Appleton & Co., New York, for permission to use selections from William Cullen Bryant's works. He is also under obligations to the experienced teachers who read the book carefully and critically while it was in manuscript.

E. ORAM LYTE.

STATE NORMAL SCHOOL,
MILLERSVILLE, PA., 29 June, 1898.

SUGGESTIONS TO TEACHERS.

NOTE 1. — The paragraphs in full-face type in Part I. and Part II. are to be read by the pupil, but not committed to memory, as a rule. Do not require any definitions or statements to be memorized until Part III. is reached. The principles stated in Part III. may be memorized by the pupil after they are understood by him.

NOTE 2. — Call the attention of pupils to the use of punctuation marks in their books on reading, history, etc. Illustrate their use on the blackboard.

NOTE 3. — The lessons in Literature and Composition are interspersed with the lessons in Grammar. It will be observed that, as a rule, a subject in Grammar is completed before a lesson in Literature or Composition is presented, and that consequently no set time is indicated for these lessons. Better results will follow from the arrangement of lessons as here presented than if a certain number of days each week were devoted to each branch. In the Table of Contents (page 5), the subjects of the lessons in Literature and Composition are printed in italics, for the convenience of teachers who desire to omit this part of the work. These lessons may be omitted without affecting the course in Grammar ; but unless the teacher has other means at his command for drilling his pupils in these subjects, they should not be omitted.

NOTE 4. — Do not lose sight of the importance of reading good literature to the school. A few "readings" are suggested ; and within the reach of the teacher are many more from the authors named, as well as other standard authors. Make "reading by the teacher" a frequent exercise of the school. "Lincoln Literary Selections," edited by Dr. J. P. McCaskey, and published by the American Book Company, contains a large collection of choice literary extracts that can be read to pupils with great profit.

CONTENTS.

PART I.	PAGE		PAGE
Statements	7	<i>Heading of a Letter</i>	53
Questions	9	Use of <i>Be</i>	55
Commands	9	<i>Address of a Letter</i>	56
Sentences	10	Use of <i>Have</i> and <i>Has</i>	58
Nouns	11	Use of <i>Shall</i> and <i>Will</i>	59
<i>Writing Sentences</i>	12	<i>Body and Conclusion of a Letter</i>	61
Pronouns	13	Person and Number of Verbs	63
Verbs	14	<i>Superscription of a Letter</i>	65
<i>Paragraphs</i>	16	Regular and Irregular Verbs	66
Adjectives	19	Irregular Verbs—First List	68
Adverbs of Manner	22	Regular Verbs (<i>Continued</i>)	70
Adverbs of Time and Place	24	Irregular Verbs—First List—(<i>Continued</i>)	72
Adverbs Modifying Adjectives and Adverbs	26	Irregular Verbs—Second List	74
<i>Study of Poem—Snow-Bound</i>	26	<i>Letters</i>	75
Proper and Common Nouns	28	Irregular Verbs—Third List	77
Words Derived from Proper Nouns	29	Irregular Verbs—Fourth List	77
Abstract Nouns	30	<i>Letter-Writing</i>	78
Collective Nouns	31	Irregular Verbs—Fifth List	79
Initial Letters	32	Irregular Verbs—Sixth List	80
Abbreviations	33	<i>Study of Description—The Kaats-kill Mountains</i>	81
Days of Week and Months	34	Irregular Verbs—Seventh List	82
<i>Study of Fable—The Farmer and the Stork</i>	34	Irregular Verbs—Eighth List	84
Number of Nouns	35	<i>Notes</i>	84
Gender of Nouns	38	Irregular Verbs—Ninth List	86
Nouns Used as Subjects and Objects	39	Irregular Verbs—Tenth List	87
Possessive Case of Nouns	40	<i>Study of Poem—The Frost</i>	88
<i>Study of Fable—The Traveler and the Viper</i>	41	Progressive Form	90
Personal Pronouns	41	Voice	91
Case of Pronouns	43	Mood	92
Correct Use of Personal Pronouns	45	<i>Receipts</i>	94
Interrogative Pronouns	48	Comparison of Adjectives and Adverbs	95
Adjective Pronouns and Pronominal Adjectives	49	<i>Bills</i>	98
<i>Letter-Writing</i>	51	Conjunctions	99
Transitive and Intransitive Verbs	52	Use of Conjunctions and Comma	101
		<i>Study of Selection</i>	103
		Phrases and Prepositions	104

ELEMENTS OF GRAMMAR AND COMPOSITION.



PART I.

THE PARTS OF SPEECH AND THEIR FORMS.



LESSON I.—Statements.

EXERCISE I.

The following groups of words make statements. Copy them.

- | | |
|-------------------------|---------------------|
| 1. Birds sing. | 4. Soldiers fight. |
| 2. The boys play. | 5. A dog can bark. |
| 3. The apples are ripe. | 6. Truth is mighty. |

The following groups of words do not make statements :

- | | |
|-------------------|------------------------|
| 1. Singing birds. | 4. Soldiers at war. |
| 2. Happy boys. | 5. A cross dog. |
| 3. Ripe apples. | 6. The power of truth. |

Which of the foregoing groups of words name objects, and say something about them? Which do not?

EXERCISE II.

Six of the following groups of words make statements. Copy them.

1. Flowers bloom. 2. Lions roar. 3. Melting ice.
4. The dew is sparkling. 5. The old house. 6. May go.
7. Mary has gone. 8. Grass is green. 9. Big trees.
10. Dogs bite strangers.

The first word of a statement should begin with a capital letter.

A statement should be followed by a period (.).

NOTE. — The paragraphs in full face type in Part I. are to be read carefully by the pupil, but are not to be committed to memory. See Suggestions to Teachers, p. 4, Notes 1 and 2.

EXERCISE III.

Make statements by telling something of the following things :

1. Trees —. 5. Clouds —. 9. A pansy —.
2. Water —. 6. The wind —. 10. Ships —.
3. Frogs —. 7. Iron —. 11. A knife —.
4. Watches —. 8. Wood —. 12. Snow —.

EXERCISE IV.

Make statements by using names in place of the dashes :

- | | |
|-----------------|-----------------------|
| 1. — sing. | 7. — sailed. |
| 2. — study. | 8. — run. |
| 3. — burns. | 9. — has gone. |
| 4. — can fly. | 10. — are shining. |
| 5. — is sewing. | 11. — bite strangers. |
| 6. — float. | 12. — are beautiful. |

LESSON II.—Questions.

EXERCISE I.

The following groups of words ask questions. Copy them.

1. Can birds fly? 2. Is lead heavy? 3. Has he gone?

EXERCISE II.

Write the following questions, and below each one place the statement that answers it:

Are flies insects? Flies are insects. Do tigers growl? Has he gone? Tigers growl. Are roses beautiful? Are they fragrant? Roses are beautiful. He has gone. They are fragrant.

The first word of a question should begin with a capital letter. A question should be followed by an interrogation point (?).

EXERCISE III.

Write a question, and a statement answering the question, about—

Flies. Soldiers. Deer. Lambs. Ducks. Oxen. Kings.



LESSON III.—Commands.

EXERCISE I.

The following groups of words give commands. Copy them.

- | | |
|--------------------|--------------------------|
| 1. Study, William. | 3. Emily, come here. |
| 2. Boys, be quiet. | 4. Attention, battalion. |

The first word of a command should begin with a capital letter.
A command should be followed by a period.

EXERCISE II.

Write a group of words giving a command—

1. To Helen. 2. To some boys. 3. To Harold.
4. To Towser. 5. To a horse named Vernon.



LESSON IV.—Sentences.

EXERCISE I.

Copy the following sentences :

1. Birds build nests.
2. Boys, will you go ?
3. Are you afraid, Lilian ?
4. Children, obey your parents.
5. Come, Mary, and play.

What may statements, questions, and commands be called? Of whom is the question asked in the second sentence? In the third? To whom is the command given in the fourth sentence? In the fifth? By what mark are these names separated from the rest of the sentence?

Statements, questions, and commands are called sentences.

The name of a person addressed should be separated from the rest of the sentence by a comma or commas.

EXERCISE II.

Let the pupils copy these sentences from dictation :

1. Horses are useful animals.
2. What are horses used for, boys ?

3. Drive faster, Louis.
4. William, do not frighten the horse.
5. Come here, Rover.
6. Can you walk quietly?
7. My father, must I stay?
8. Charge, Chester, charge.
9. Be still, sad heart, and cease repining.
10. Do not forget, children, that you should be kind to the aged.

EXERCISE III.

Let the teacher dictate sentences from the Reader.



LESSON V.—Nouns.

EXERCISE I.

Copy the following sentences and draw a line under each name in them:

1. Robert is Paul's brother.
2. Chicago is a large city.
3. In what State was Abraham Lincoln born?
4. Who was Socrates?
5. "Charge, Chester, charge! On, Stanley, on!"

Were the last words of Marmion. — *Scott*.

Names are also called nouns.

What particular names have the brothers? Which of the foregoing nouns are particular names? Which are general names? What kind of letter does each particular name begin with?

The particular names given to persons, places, and other objects should begin with capital letters.

The first word of a line of poetry should begin with a capital letter.

Quoted expressions are usually inclosed in quotation marks.

EXERCISE II.

Use nouns in place of the dashes :

1. My name is ——. I live in (or near) ——. I have a — named —.
2. — bloom in the —. 3. — bark at —.



LESSON VI.—Writing Sentences.

EXERCISE I.

Write answers to the following questions. Let each answer be a sentence.

1. When did Columbus discover America?
2. In which month were you born?
3. Which is usually the coldest month in the year?
4. What is an island?
5. What can birds do?
6. Where is Patagonia?
7. Who is the Governor of the State?
8. Who is the President of the United States?
9. When can an owl see best?
10. Where was the Columbian Exposition held?

NOTE. — See Suggestions to Teachers, p. 4, Note 3.

EXERCISE II.

Write a sentence about each of the following objects :

1. Birds. 2. The snow. 3. Africa. 4. General Grant.
5. Lead pencils. 6. Flowers. 7. Skating. 8. A clock.
9. Autumn. 10. The parts of a tree.

EXERCISE III.

Express the thought contained in each of the following sentences in as many ways as you can :

1. New York is the most populous city in the United States.
2. Iron is the most useful metal.
3. Jupiter is the largest planet of the solar system.
4. Nearly every person loves children.
5. Longfellow said that all are architects of fate.

Examples. — New York is more populous than any other city in the United States.

No other city in the United States is so populous as New York.

The most populous city in the United States is New York.

No other city in the United States equals New York in population.

New York excels all other cities in the United States in population.

New York has a larger population than any other city in the United States.

**LESSON VII. — Pronouns.**

Read the following sentences :

1. The teacher said to the pupils, "I saw you there."
2. General Grant, who won the battle of Vicksburg, was a great general.

3. Who invented the telautograph? Professor Gray.

Who is meant by the word *I*? *You*? By *who* in the second sentence? By *who* in the third?

The words *I*, *you*, and *who* are used instead of nouns. They are called pronouns.

The pronoun *I* should always be written with a capital letter.

EXERCISE I.

Use pronouns in place of the dashes :

1. — study grammar.
2. — were punished.
3. Mary lost — book yesterday, but — found — this morning.
4. — cover was torn.
5. — won the battle of Chancellorsville?

EXERCISE II.

Copy from your Reader two sentences containing pronouns.



LESSON VIII.—Verbs.

EXERCISE I.

Copy the following sentences :

- | | |
|-------------------|--------------------|
| 1. Birds sing. | 4. Are they birds? |
| 2. It is raining. | 5. Stop, thief. |
| 3. Do bats fly? | 6. Boys, run. |

What word is used with the noun *birds* to make a statement? With the pronoun *it*? What words are used

with *bats* to ask a question? With *they*? Does *stop* give a command?

The words *sing*, *is raining*, *do fly*, *are*, *stop*, and *run* are called verbs. They are used with nouns and pronouns to make statements, to ask questions, or to give commands. The nouns and pronouns with which they are used are called their subjects.

Verbs frequently express action.

Verbs frequently consist of more than one word. Thus in the sentences "The wind is moaning," "Do wolves howl?" "He might have gone," *is moaning*, *do howl*, and *might have gone* are verbs.

In the sentence "Birds sing," the noun *birds* is the subject of the sentence, and the verb *sing* is the predicate. Verbs are therefore the predicates of sentences (or clauses), and their subjects are the subjects of sentences (or clauses).

NOTE.—See Suggestions to Teachers, p. 4, Note 1.

EXERCISE II.

Fill the following blanks with verbs :

- | | |
|------------------|----------------------|
| 1. Boys —. | 5. A fox — chickens. |
| 2. Children —. | 6. Mosquitoes —. |
| 3. Mice — grain. | 7. Monkeys — trees. |
| 4. Wolves —. | 8. Sailors — active. |

EXERCISE III.

Select subjects for the following verbs :

- | | |
|----------------|-------------------|
| 1. — play. | 5. — will sting. |
| 2. — swim. | 6. — is singing. |
| 3. — blow. | 7. — are falling. |
| 4. — has gone. | 8. — is falling. |

LESSON IX. — Paragraphs.

Read the following quotation from Thoreau's "The Battle of the Ants" :

One day when I went out to my wood pile, or rather my pile of stumps, I observed two large ants, the one red, the other much larger, nearly half an inch long, and black, contending with each other. Having once got hold, they never let go, but struggled and wrestled and rolled on the chips incessantly.

Looking farther, I was surprised to find that the chips were covered with such combatants; that it was a war between two races of ants, the red always pitted against the black, and frequently two red ones to one black. The legions of these myrmidons covered all the hills and vales in my wood yard, and the ground was already strewn with the dead and dying, both red and black.

It was the only battle which I ever witnessed, the only battlefield I ever trod while the battle was raging.

Into how many parts is this account of the battle of the ants divided? How many ants are referred to in the first part? How does the second part differ from the first part? What does the author say that is new in the third part? How many sentences in the first part? In the third? Does each part relate to the same general subject?

What is the subject, or title, of this article? What words in the subject begin with capital letters? Why is the subject inclosed in quotation marks?

Each of the three divisions of this article is called a paragraph. A paragraph may consist of a single sentence, or of several sentences.

The important words in the title of a book or the heading of a composition should begin with capital letters.

EXERCISE I.

Point out the paragraphs in your reading lesson. Your history lesson. Your geography lesson. Can you find an article consisting of only one paragraph?

EXERCISE II.

Write paragraphs containing two or more sentences each, about —

1. Boston. In what State is it? For what is it noted?
2. The city of Washington. Of what is it the capital? What are some of the famous buildings which it contains?
3. An island. What is it? Where is the largest island that you have ever seen?
4. What song do you like best? Why?
5. Your home. Is it in the city or country? If in the city, what are some of the most prominent buildings near you? If in the country, what prominent natural features are near it?

EXERCISE III.

Write paragraphs, using the following facts:

1. Storm yesterday. Nearly all telegraph wires between New York and Philadelphia disabled. No wires used by Western Union or Postal Telegraph Co. between these cities.

The paragraph may be written as follows:

Nearly all the telegraph wires between New York and Philadelphia were disabled by the storm yesterday. The Western Union and Postal Telegraph companies had no public wires available between these two cities.

2. Runaway accident.

On Tuesday afternoon an electric car on its way to Millersville frightened horse hitched to post near pavement on Chestnut street. Horse tore loose and ran away with buggy on pavement. Woman and child on pavement. They did not see horse. Horse knocked both down. Child rolled nearly twenty feet — not badly hurt. Woman was dashed against tree. Badly cut about the head. Buggy broken to pieces.

3. Snowstorm.

Heavy fall of snow. High wind. Drifts in road, greatly impeding travel. Very cold. Good sleighing.

EXERCISE IV.

Write short paragraphs on one or more of the following subjects, first jotting down the facts in the manner indicated in the preceding exercise:

1. House burned. 2. Sale. 3. Some incident that occurred on the playground. 4. Knife lost. 5. Presenting a flag to the school.

EXERCISE V.

Write a paragraph about each of the following days:

1. The Fourth of July. 2. Thanksgiving Day. 3. Christmas. 4. Memorial Day. 5. The last day of school.

LESSON X. — Adjectives.

Read the following sentences :

1. The day is *pleasant*.
2. Read *good* books.
3. *Little* drops of water,
 Little grains of sand,
 Make the *mighty* ocean
 And the *pleasant* land.
4. *This* book is mine; *that* book is yours.
5. *Another* morning came.
6. The ocean looks *blue*.
7. Roses smell *sweet*.

What word tells what kind of day it is? What word describes *books*? *Drops*? *Grains*? What word describes the ocean? Use another word to describe the ocean.

The word *pleasant* in the first sentence describes the day. It is called an adjective.

Good, *little*, and *mighty* are used to describe objects, and are called adjectives.

Adjectives modify the nouns that name the objects which they describe.

Adjectives are generally used before nouns, and after the verbs *is*, *are*, *was*, *were*, etc.

Adjectives can also be used after the verbs *seem*, *look*, *feel*, *taste*, *smell*, etc.

The words *this*, *that*, and *another* in the fourth and fifth sentences are also called adjectives, though they do not describe objects. They are said to modify the nouns that follow them.

EXERCISE I.

Use adjectives in place of the dashes in the following sentences :

1. I like — apples.
2. Geography and arithmetic are — studies.
3. How doth the — — bee
Improve each — hour!

EXERCISE II.

Write sentences, telling the color of—

1. Gold. 2. Cotton. 3. The sky. 4. Charcoal.

Example. — Gold is yellow.

EXERCISE III.

Write sentences, telling the form of—

1. A ring. 2. A ball. 3. A silver dollar. 4. A window.
5. The ceiling of the schoolroom.

EXERCISE IV.

Copy the following sentences, using adjectives in place of the dashes :

- | | |
|-------------------------|---------------------------|
| 1. Snow is —. | 6. Summer is —. |
| 2. Bees are —. | 7. Some apples taste —. |
| 3. Is the horse —? | 8. Monkeys are —. |
| 4. Are flowers —? | 9. Is this ball —? |
| 5. The ocean appears —. | 10. These lessons seem —. |

EXERCISE V.

Copy the following sentences, using nouns in place of the dashes :

- | | |
|------------------------|------------------------|
| 1. — is white. | 6. — feels heavy. |
| 2. The — is round. | 7. Is your — sharp ? |
| 3. Some — smell sweet. | 8. My — is dull. |
| 4. A good — is useful. | 9. Are — beautiful ? |
| 5. My — is new. | 10. — are interesting. |

EXERCISE VI.

Arrange the adjectives in the following list in two columns, putting words denoting opposite qualities opposite each other, thus :

soft	hard
rough	smooth

Dull, elastic, flexible, hard, heavy, inelastic, light, odorless, odorous, right, rough, sharp, slender, smooth, soft, stiff, stout, strong, weak, wrong.

EXERCISE VII.

Write the following adjectives in a column, and opposite each word write a word denoting an opposite quality :

big	cold	early	thick
bright	cool	high	wide
broad	deep	sorrowful	young

EXERCISE VIII.

Write the following adjectives in a column, and in another column a word beginning with un, denoting an opposite quality, thus :

ripe	unripe
true	untrue

Equal, fashionable, fit, lucky, ripe, safe, tidy, true, wholesome, wise, worthy.

What does *unripe* mean? *Untrue*? What does *un* mean?

EXERCISE IX.

Write a sentence, comparing—

1. New York and Philadelphia. 2. A watch and a clock. 3. The moon and the stars. 4. The Mississippi river and the Amazon. 5. A blackbird and a crow. 6. A sunflower and a violet. 7. Massachusetts and Connecticut.

Example. — New York is more populous than Philadelphia; or, New York contains more people than Philadelphia; or, New York is more favorably situated for commerce than Philadelphia; or, The streets of Philadelphia are more regular than those of New York.

**LESSON XI.—Adverbs of Manner.****EXERCISE I.**

Which of the following words are nouns, which are verbs, and which show how actions are done?

1. Soldiers fight bravely.
2. The clouds fly swiftly and silently.

3. The clock ticks plainly and regularly.
4. Can you write well?
5. Industrious pupils study diligently.

The word *bravely* shows how the act of fighting is done. It is an adverb.

Swiftly, silently, plainly, diligently, etc., show how acts are done. They are adverbs and modify verbs.

EXERCISE II.

Write the following sentences, using adverbs in place of the dashes :

1. The engine whistles —.
2. Some girls read —.
3. Does Adele read —?
4. Good pupils behave —.
5. Bad pupils behave —.
6. How — the corn grows!
7. Snow falls — and —.

EXERCISE III.

Copy the following sentences :

1. The canary is a sweet singer.
2. The canary sings sweetly.

In the same manner, copy and change the following sentences :

1. He is a careful writer.
2. Some boys are careful students.
3. Bees are industrious workers.
4. The ship is a smooth sailer.

5. Some girls are rapid talkers.
6. Few persons are graceful walkers.
7. Are all presidents wise rulers?
8. John Bright was a fluent speaker.
9. Are not some educated men poor teachers?
10. The duck is an awkward runner, but a graceful swimmer.



LESSON XII.—Adverbs of Time and Place.

EXERCISE I.

Which of the following words are nouns, which are verbs, and which show when or where actions are done?

1. The truant ran away.
2. The magazine comes here monthly.
3. You may go now.
4. Always tell the truth.
5. Memory looks backward, but Hope looks forward.

The word *here* tells where the magazine comes, and the word *monthly* tells when it comes. *Away, here, monthly, now, etc.*, are adverbs, and modify verbs.

Point out all the adverbs in these sentences and tell how they are used.

EXERCISE II.

Use adverbs in place of the dashes:

1. Our friends will come —.
2. Children play —.
3. The thief sneaked —.

4. A good motto : Try —.
5. We should — tell a lie.
6. Sparks fly —.
7. Will he come — ?
8. The beggar wanders — and —.

EXERCISE III.

Use the following words in questions and statements :

Slowly, here, now, well, sometimes, quickly, there, then, often, willingly.

EXERCISE IV.

Fill the blanks in the following sentences with adverbs :

1. The sun ^(when?) — ^(how?) shines —.
2. Should boys and girls rise ^(when?) — ?
3. Our school days pass ^(how?) — ^(when?) —.
4. Old persons walk ^(how?) — and ^(how?) —.
5. James stood ^(where?) —, and threw the ball ^(where?) —.

EXERCISE V.

Write the following adjectives in a column, and opposite each adjective write an adverb formed from it, thus :

ADJECTIVES.

slow.

sweet

ADVERBS.

slowly

sweetly

Slow, sweet, wise, bright, sorrowful, light, safe, rough, beautiful, quiet, easy, neat, quick, plain, hasty.

LESSON XIII.—Adverbs Modifying Adjectives and Adverbs.

EXERCISE I.

Read the following sentences :

1. This is an *exceedingly* cold day.
2. *Very* old men are usually feeble.
3. Listen *very* attentively.

What word describes the day? What word shows how cold it is? How old are the men? How attentively must we listen? Is the word *cold* an adjective? What is the word *old*? *Attentively*?

The words *exceedingly* and *very* in the foregoing sentences are adverbs.

EXERCISE II.

Write the following sentences, using adverbs in place of the dashes :

1. It will soon be — dark.
2. The sun shines — brightly.
3. — beautiful the stars are!
4. Do not go — soon.
5. The rose is — beautiful.



LESSON XIV.—Study of Poem.

Read the following poem :

SNOW-BOUND.

The sun that brief December day
 Rose cheerless over hills of gray,
 And, darkly circled, gave at noon
 A sadder light than waning moon.
 Slow tracing down the thickening sky
 Its mute and ominous prophecy,

A portent seeming less than threat,
 It sank from sight before it set.
 A chill no coat, however stout,
 Of homespun stuff could quite shut out,
 A hard, dull bitterness of cold,
 That checked, mid-vein, the circling race
 Of lifeblood in the sharpened face,
 The coming of the snowstorm told.
 The wind blew east: we heard the roar
 Of Ocean on his wintry shore,
 And felt the strong pulse throbbing there
 Beat with low rhythm our inland air.

—*John G. Whittier* (1807–1892).

What time of year is referred to in the poem? Which is the shortest day of the year? What is meant by the sun being “darkly circled”? By the “waning moon”? What thickened the sky? What is an “ominous prophecy”? What is “homespun stuff”? What foretold the coming of the snowstorm? What is meant by “the circling race of lifeblood”? Did you ever see the sun sink from sight before it set? Was the place referred to in the poem near the ocean? Explain the last four lines.

Did you ever know a snowstorm to begin like the one described in the poem? Do all snowstorms begin in this way?

Who wrote this poem? What do you know of the author?

TO THE TEACHER. — 1. Read the entire poem to the school at convenient times. Read also the following poems by Whittier: “The Barefoot Boy,” “Burns,” “The Poor Voter on Election Day,” “Songs of Labor,” “Maud Muller.”

2. See Suggestions to Teachers, p. 4, Note 4.

LESSON XV.—Proper and Common Nouns.

Read the following nouns :

Anna	flowers	New York	Edgar Allan Poe
trees	Boston	Pottsville	Florence Nightingale
George	city	boy	elephant

Which words are the names of persons? The names of places? Which names contain more than one word? Which of the foregoing names are given to cities to tell them from other cities? What kind of letter does each of these names begin with? What one word can be used to name each one of these places?

Names like *Anna*, *Boston*, and *Edgar Allan Poe* are called proper nouns. They are names given to objects to tell them from other objects like them.

Proper nouns frequently consist of more than one word.

Proper nouns should begin with capital letters. When a proper noun consists of two or more words, each word should begin with a capital letter.

Names like *girl*, *city*, and *man* are called common nouns. They are names that can be applied to all objects of the same kind.

EXERCISE I.

Write five proper nouns that name objects named by the common noun girl. The common noun day. The common noun month. The common noun man. The common noun city. The common noun village.

Example. — Mary, Anna, Lilian, Alice, and Emily are girls.

EXERCISE II.

Write —

1. Your full name.
 2. Your father's full name.
 3. Your mother's full name.
 4. The names of five of your schoolmates.
 5. The name of the President of the United States.
 6. The names of two men that you know.
 7. The name of the Governor of the State.
 8. The name of your favorite author.
-

LESSON XVI. — Words derived from Proper Nouns.

Read the following sentences :

1. Honor the *American* flag.
2. The *French* people are industrious.
3. The *British* troops surrendered at Yorktown.
4. The *Irish* village at the World's Fair attracted attention.
5. I purchased a *Spanish* and a *German* clock.

From what proper noun is the adjective *American* derived? *French*? *British*? *Spanish*? With what kind of letter does each of these words begin?

The word *American* is derived from the proper noun *America*. It is called a proper adjective.

The adjectives *French*, *British*, *Irish*, *German*, and *Spanish* are derived from proper nouns. They are called proper adjectives.

Proper adjectives should begin with capital letters.

EXERCISE I.

Form proper adjectives from the following proper nouns:

Africa	Cuba	Italy	Scotland
Austria	Egypt	Mexico	South America
Asia	England	Norway	Sweden
China	Europe	Russia	Wales

EXERCISE II.

Write five sentences, each sentence containing one of the foregoing words.

**LESSON XVII.—Abstract Nouns.**

Read the following:

Wise, *wisdom*; beautiful, *beauty*.

O the *wasting* of the famine!

O the *blasting* of the fever!

What noun is derived from the adjective *wise*? The adjective *beautiful*? What noun is derived from the verb *waste*? The verb *blast*?

***Wisdom* and *beauty* are the names of qualities, and are abstract nouns.**

***Wasting* and *blasting* are the names of actions, and are abstract nouns.**

EXERCISE I.

Point out the abstract nouns:

How moans the old house, as the wind passes through

In sadness, in sorrow, with sighing!

EXERCISE II.

Write abstract nouns derived from the following adjectives :

beautiful,	beauty	neat,	_____
black,	_____	poor,	_____
broad,	_____	rich,	_____
careful,	_____	sorrowful,	_____
deep,	_____	strong,	_____
dull,	_____	truthful,	_____
good,	_____	vain,	_____
happy,	_____	weak,	_____
hard,	_____	wide,	_____
high,	_____	wise,	_____



LESSON XVIII.—Collective Nouns.

Read the following sentences :

1. The congregation is small.
2. The congregation will remain in their seats.
3. The family is large.
4. The family are in want.

How does the word *congregation* differ in use in the two sentences? The word *family*? In which sentence are the members of the family referred to? Which sentence refers to the family as one object? In which one is the verb *is* used? The verb *are*?

The noun *family* is the name of a collection considered as one object. It is called a collective noun.

EXERCISE I.

Point out the collective nouns in the following sentences :

1. The army marched slowly.
2. The committee was appointed.
3. The committee were unable to agree.
4. The regiment have no overcoats.
5. The audience is large.

EXERCISE II.

Write sentences, using the following collective nouns to refer to the collection as one object :

army	tribe	mob
congregation	jury	group

EXERCISE III.

Write sentences, using the following collective nouns to refer to the individuals composing the collection :

congregation	family
jury	tribe

**LESSON XIX.—Initial Letters.****EXERCISE I.**

Copy the following :

James Knox Polk,	Henry Wadsworth Longfellow,	U. S.
James K. Polk,	H. W. Longfellow,	N. Y.

What letter is used instead of "Knox" in the first name? What is the first letter of a word called? What does "H. W." stand for? "U. S."? What mark follows these names?

The first letter of a word is called its initial letter, or initial.

An initial used instead of the name of a person or a place should be a capital letter. It should be followed by a period.



LESSON XX.—Abbreviations.

EXERCISE I.

Copy the following:

1. Mrs. Smith met Dr. Jones and Mr. Jas. Brown in Chestnut St.
2. Miss Mary R. Lyon resides at No. 4321 Peachtree St., Atlanta, Ga.

What does the abbreviation "Mrs." mean? "Dr."? "Mr."? When should they be used? What does "St." mean? "No."? "N."? "Ga."? What mark follows these abbreviations?

An abbreviation should be followed by a period.

In speaking, do not pronounce the abbreviation (except in case of initial letters). Say the word in full.

Titles should begin with capital letters.

Abbreviations of titles and proper names should begin with capital letters.

For a list of common abbreviations, see page 223.

EXERCISE II.

Use the following abbreviations and words before the names of persons with whom you are acquainted:

Dr. Mrs. Miss Master

EXERCISE III.

Write the abbreviations for the names of the State in which you live. Three other States. The United States.

EXERCISE IV.

Write the names of three places that you have visited. Write something about each place. Also the names of three places you would like to see, and why you would like to see them.

**LESSON XXI.—Days of Week and Months.****EXERCISE I.**

Copy the following names :

Sunday March June Wednesday

The names of the months and the days of the week should begin with capital letters. They are proper nouns.

EXERCISE II.

Write —

The names of all the days of the week. All the months. The spring months. The summer months. The autumn months. The winter months. The two hottest months. The two coldest months.

**LESSON XXII.—Study of Fable.**

Read the following fable :

THE FARMER AND THE STORK.

A farmer set a net in his field in order to catch cranes and geese that were eating the young growth there.

Now, a stork that was caught with them, and had bruised his foot, begged the farmer to let him go free, saying, "Save me, good man; let me go; have pity upon a poor thing that has been caught here, for I am not a crane. See, I'm a stork, a most useful creature; I take care of my father and mother, and have no need at all of any of these things in the field." But the farmer laughed heartily, and said, "Oh, I know you; I'm not ignorant; I know exactly what you are. But you have been caught with the others, and must die with them." — *Æsop*.

EXERCISE.

Write the lesson this fable is intended to teach. Illustrate the lesson by examples.



LESSON XXIII.—Number of Nouns.

EXERCISE.

Copy the following nouns in two columns:

book,	books	church,	churches	daisy,	daisies
garden,	gardens	monarch,	monarchs	echo,	echoes
glass,	glasses	valley,	valleys	knife,	knives
box,	boxes	fly,	flies	chief,	chiefs
key,	keys	sheaf,	sheaves	bridge,	bridges

Which of the foregoing nouns mean but one? Which mean more than one? What is added to *book* to make it mean more than one? To *garden*? To *glass*? To *box*? To *church*? To *key*? To *monarch*? To *valley*? To *echo*? To *chief*? How is *fly* changed to make it mean

more than one? What is the difference between the second form of *valley* and that of *daisy*? How is *sheaf* changed to make it mean more than one? *Knife*? *Bridge*?

Nouns like *book*, *garden*, *fly*, and *bridge* mean but one, and are in the singular number.

Nouns like *books*, *gardens*, *flies*, and *bridges* mean more than one, and are in the plural number.

The plural number of most nouns is formed by adding *s* or *es* to the singular; *s* is generally added.

SPELLING EXERCISES.

I.

Write in two columns the singular and the plural number of the following nouns.

Add s to the singular of these nouns to form the plural:

Rat, tree, sailor, elephant, grasshopper, hawk, eye, ring, meadow, question, coat, street, shoe, car, whale, chair, dog, wagon, paper, kitchen.

II.

Add es to the singular:

Dish, kiss, birch, arch, bunch, sash, atlas, inch, brush.

III.

Add s to the singular:

Day, toy, monkey, chimney, alley, play, valley, turkey.

IV.

Change final y to i and add es:

City, fairy, ruby, pansy, story, sky, cherry, berry, baby, pony.

v.

Add es to the singular :

Buffalo, negro, mosquito, grotto, potato, volcano, hero.

vi.

Add s to the singular :

Halo, junto, lasso, memento, piano, solo, tyro.

vii.

Change final f or fe to v and add es :

Leaf, calf, wife, beef, thief, half, loaf, life, shelf, elf.

viii.

Add s to the singular :

Roof, fife, scarf, safe, dwarf, handkerchief, hoof, grief.

ix.

Drop final e and add es :

Horse, house, ledge, wedge, prize.

x.

Copy the following nouns :

man,	men	ox,	oxen	goose,	geese
woman,	women	foot,	feet	louse,	lice
child,	children	tooth,	teeth	mouse,	mice

xi.

The following nouns have the same form for the singular and the plural number. Copy them.

Deer, sheep, swine, cannon, heathen.

XII.

*The following nouns are used in the plural number only.
Copy them :*

Ashes, eaves, thanks, tongs, scissors, clothes, victuals,
trousers, measles, vespers.



LESSON XXIV.—Gender of Nouns.

EXERCISE I.

Copy the following nouns :

man,	woman	son,	daughter	emperor, empress
lion,	lioness	nephew, niece		duke, duchess
father, mother		brother, sister		earl, countess

Which of the foregoing nouns represent males? Which females? How is the word *lion* changed to mean a female? *Emperor?*

Nouns like *man*, *lion*, and *duke* represent males, and are in the masculine gender.

Nouns like *woman*, *lioness*, and *duchess* represent females, and are in the feminine gender.

EXERCISE II.

Write in two columns the masculine and feminine of the following nouns. Add ess :

Author, baron, count, giant, heir, host, peer, poet,
priest, prince, prophet, shepherd, tiger.

EXERCISE III.

Which of the following nouns represent males, and which females? Which nouns can be applied to both sexes?

Gentlemen, lady, friend, king, queen, child, uncle, nun.

EXERCISE IV.

Study the following pairs of words:

Abbot, abbess; actor, actress; czar, czarina; hero, heroine; lad, lass; Mr. Smith, Mrs. Smith; uncle, aunt.

**LESSON XXV.—Nouns used as Subjects and Objects.****EXERCISE.**

Copy the following sentences:

1. The wheel struck May. 2. Dogs bite strangers.
3. Columbus discovered America. 4. Children should obey their parents.

What struck May? Who discovered America? Whom did the wheel strike? What did Columbus discover?

Nouns used like *wheel*, *dogs*, and *Columbus* are the subjects of the verbs that follow them.

Nouns used like *May*, *strangers*, and *America* are the direct objects of the verbs that they follow. They represent the receivers of the acts expressed by the verbs.

What is the subject of *bite*? The direct object? The subject of *should obey*? The direct object? What question does the subject answer? The direct object?

LESSON XXVI.—Possessive Case of Nouns.

EXERCISE I.

Copy the following:

1. Who has John's book? 2. Do not touch the soldier's gun. 3. The boy's ball is lost. 4. Did you see the boys' ball? 5. A man's farm. 6. The men's farm.

Which of the foregoing nouns denote possession? What do we add to the noun *John* to denote possession? To *soldier*? To *boy*? To *boys*? To *man*? To *men*?

Nouns like *John's*, *soldier's*, *boy's*, and *boys'* are used to denote possession, and are in the possessive case.

An apostrophe and the letter *s* are added to singular nouns to form the possessive case.

When a plural noun ends with *s*, an apostrophe only is added to form the possessive case. When it does not end with *s*, an apostrophe and the letter *s* are added.

EXERCISE II.

Write the possessive of the following nouns:

James, fox, foxes, bird, birds, goose, geese, Alice, kitchen, kitchens, loaves, scissors, house, deer, boys.

EXERCISE III.

Write the possessive singular and plural of the following nouns:

Robin, child, mouse, tooth, horse, dress, buffalo, thief, heathen, dwarf, monkey, daisy, sheep, shoe, eye.

LESSON XXVII.—Study of Fable.

Read the following fable :

THE TRAVELER AND THE VIPER.

A traveler, going along the road in winter, saw a viper stiff with cold, and taking pity on it took it up and placed it in his bosom to warm it back into life. Now the viper, as long as it was stiff and cold, lay quiet ; but as soon as it was well warmed it drove its fangs into the man's breast. And as the man was dying he said : " I suffer justly, for why should I have taken care of the dying viper, when I ought to have killed him, though he had been in the best of health ? " — *Æsop*.

EXERCISE I.

Copy this fable, and add to it the lesson it is intended to teach.

EXERCISE II.

Write an account of any incidents you may know, to which this fable may be applied.



LESSON XXVIII.—Personal Pronouns.

Read the pronouns in the following list :

I, my, mine, me, we, our, ours, us, you, your, yours, he, his, him, she, her, hers, it, its, they, their, theirs, them.

Which of these pronouns show that the speaker is meant ? The person or persons spoken to ? The person or thing spoken of ? Which denote males ? Which females ?

The pronouns that show by their form that the speaker is meant, are said to be in the first person.

The pronouns that show that the person spoken to is meant, are said to be in the second person.

Those that show that the person or thing spoken of is meant, are said to be in the third person.

These pronouns are called personal pronouns, because they show by their form whether the speaker is meant, the person spoken to, or the person or thing spoken of.

Words like *myself, ourselves, yourself, yourselves*, etc., are called compound personal pronouns.

EXERCISE I.

Fill the following blanks from the foregoing list of pronouns:

FIRST PERSON.

SECOND PERSON.

THIRD PERSON.

EXERCISE II.

Arrange the foregoing list of pronouns in two columns, one containing pronouns in the singular number, and the other, pronouns in the plural number. Put you, your, and yours in both columns.

LESSON XXIX.—Case of Pronouns.

EXERCISE I.

From the list of pronouns in Lesson XXVIII. select subjects for the following verbs :

- | | |
|---------------|-------------------|
| 1. — study. | 4. — can work. |
| 2. — studies. | 5. — will sing. |
| 3. — may go. | 6. — is studying. |

The pronouns *I, we, you, he*, etc., can be used as subjects of verbs. They are in the nominative case.

EXERCISE II.

Copy the following sentences :

- | | |
|----------------|-----------------|
| 1. It was I. | 4. That is she. |
| 2. That is he. | 5. It is they. |
| 3. I am he. | 6. You are she. |

Pronouns in the nominative case can be used after the verbs *am, are, is, was, and were*.

EXERCISE III.

Fill the following blanks with pronouns denoting possession :

- | | |
|--------------------|--------------------|
| 1. Is this — book? | 3. This book is — |
| 2. No; it is —. | 4. — book is lost. |

The pronouns *my, mine, your, his*, etc., are used to denote possession. They are in the possessive case.

EXERCISE IV.

Copy the following sentences :

- | | |
|-----------------------|----------------------------|
| 1. This is my book. | 4. Is that book yours? |
| 2. This book is mine. | 5. Those are their books. |
| 3. Is that your book? | 6. Those books are theirs. |

Which of the foregoing pronouns are followed by nouns? After which pronouns are nouns not used?

EXERCISE V.

Fill the following blanks with pronouns in the possessive case :

1. I have — skates ; do you have — ?
2. George has — pencil, but Ella has lost —.
3. Spring and summer have — sports, and autumn and winter have —.

There are no such words as “ourn,” “yourn,” “his’n,” “hern,” and “theirn.”

EXERCISE VI.

From the list of pronouns select words to be used in place of the dashes. These pronouns are the objects of the verbs after which they are placed.

1. Poor flowers! The frost has killed —.
2. Hide, Gertrude, or she will see —.
3. Girls, I see —.
4. Did you see —?

The pronouns *me*, *you*, *him*, *them*, etc., can be used as objects of verbs. They are in the objective case.

LESSON XXX.—Correct use of Personal Pronouns.**EXERCISE I.***Copy and commit to memory—*

	NOMINATIVE.	POSSESSIVE.	OBJECTIVE.
<i>Sing.</i>	I	my, mine	me
<i>Plu.</i>	We	our, ours	us

EXERCISE II.*We must not say—**We must say—*

It is me.

It is I.

It was me.

It was I.

That is me.

That is I.

That was me.

That was I.

It was us.

It was we.

That was us.

That was we.

They were us.

They were we.

EXERCISE III.*Copy and commit to memory—*

	NOMINATIVE.	POSSESSIVE.	OBJECTIVE.
<i>Sing.</i>	You	your, yours	you
<i>Plu.</i>	You	your, yours	you

EXERCISE IV.*Copy and commit to memory—*

	NOMINATIVE.	POSSESSIVE.	OBJECTIVE.
<i>Sing.</i>	He	his	him
<i>Plu.</i>	They	their, theirs	them

EXERCISE V.*We must not say —*

It is them.

It is him.

It was him.

That was them.

Him and me did it.

They saw him and I.

We must say —

It is they.

It is he.

It was he.

That was they.

He and I did it.

They saw him and me.

EXERCISE VI.*Copy and commit to memory —*

NOMINATIVE.

Sing. She*Plu.* They

POSSESSIVE.

her, hers

their, theirs

OBJECTIVE.

her

them

EXERCISE VII.*We must not say —*

It is her.

It was her.

Her and I will go.

Them's mine.

We must say —

It is she.

It was she.

She and I will go.

Those are mine.

EXERCISE VIII.*Copy and commit to memory —*

NOMINATIVE.

Sing. It*Plu.* They

POSSESSIVE.

its

their, theirs

OBJECTIVE.

it

them

EXERCISE IX.

INCORRECT FORMS.

Our's, your's, her's, it's,¹
their's, hisself, theirselves.

CORRECT FORMS.

Ours, yours, hers, its,
theirs, himself, themselves.

1. "It's" is a contraction for "it is"

EXERCISE X.

Fill the following blanks with pronouns.

1. ^(speaker) _____ father lost ^(person spoken of) _____ pocket-book in the field,
and ^(person spoken of) _____ never found ^(thing spoken of) _____.

2. ^(speaker and another person) _____ rosebush is dying, while ^(persons spoken of) _____ is blooming finely.

3. The earth revolves on ^(thing spoken of) _____ axis once in twenty-four hours.

4. Let ^(speaker and another person) _____ then, be up and doing.

5. ^(speaker) _____ sprang from ^(speaker) _____ bed to see what was the matter.

6. Leaves have ^(things spoken of) _____ time to fall.

7. "Whose book is this?" said ^(person spoken of) _____. "^(thing spoken of) _____ is ^(person spoken to) _____," ^(speaker) _____ answered.

8. As ^(speaker) _____ drew in ^(speaker) _____ head, and was turning around,

Down the chimney St. Nicholas came with a bound,

^(person spoken of) _____ was dressed all in fur from ^(person spoken of) _____ head to

^(person spoken of) _____ foot,

And ^(person spoken of) _____ clothes were all tarnished with ashes and soot.

LESSON XXXI.—Interrogative Pronouns.

Read the following sentences :

1. Who was Alexander Hamilton?
2. What does little birdie say?

What word in the first sentence is used to ask a question? In the second?

The pronouns *who* and *what* are used in the foregoing sentences to ask questions. They are called interrogative pronouns.

The words that can be used as interrogative pronouns are *who*, *whose*, *whom*, *which*, and *what*.

EXERCISE I.

Copy and commit to memory—

NOMINATIVE.

who
which
what

POSSESSIVE.

whose

OBJECTIVE.

whom
which
what

EXERCISE II.

Supply interrogative pronouns :

1. — was Longfellow?
2. By — was "Hiawatha" written?
3. — is "Hiawatha"?
4. — of the two books is yours?
5. — book have you? (*Supply int. adj.*)

In the sentence, "Which book have you?" the word *which* is an adjective that is used to ask a question. It is called an interrogative adjective.

Which and *what* can be used as interrogative adjectives.

INTERROGATIVE PRONOUNS.

Which will you have ?
What is that noise ?

INTERROGATIVE ADJECTIVES.

Which knife will you have ?
What noise is that ?



LESSON XXXII.—Adjective Pronouns and Pronominal Adjectives.

Read the following sentences :

1. *Many* have died for their country.
2. *Many* men have died for their country.
3. *Each* of the pupils recited the lesson.
4. *Each* pupil recited the lesson.
5. *This* is mine ; *that* is yours.
6. *This* book is mine ; *that* book is yours.

What is the difference between the first and second sentences? In which sentence is the word *many* used instead of a noun? In which is it an adjective? In which sentence are *this* and *that* used as the subjects of verbs? In which sentence are they followed by nouns? Which book is nearer the speaker, this book or that book?

The word *many* in the first sentence is used instead of a noun, and is a pronoun. As this word can be used as an adjective, it is called an adjective pronoun.

Each in the third sentence, and *this* and *that* in the fifth sentence are adjective pronouns.

The word *many* in the second sentence is an adjective. *Each* in the fourth sentence, and *this* and *that* in the sixth, are adjectives. How do they differ from adjective pronouns?

EXERCISE I.

Use five of the following words as adjective pronouns in sentences :

All, each, few, neither, other, this, some, any, either, one, several, many, that, such.

EXERCISE II.

Use the same words as adjectives in sentences.

EXERCISE III.

Supply this, that, these, or those :

1. — boy with me is my son ; — boy on the porch yonder is my nephew.
 2. Whose books are — beside me ?
 3. See how beautiful — trees on the mountain are.
 4. The rights of every citizen of — country should be respected.
 5. Farewell, my friends ; farewell, my foes ;
My peace with —, my love with —.
- “Those sort,” “these kind,” are incorrect. Why ?

EXERCISE IV.**ARRANGEMENT OF WORDS.**

Rearrange the following words, where needed :

1. I only paid two and a half dollars.
2. The young man bought a new pair of shoes.
3. The choir sang the three first stanzas of the hymn.
4. Lost, a Scotch collie, by a boy, with cropped ears.
5. Professor Redway will lecture on the methods of teaching geography at seven o'clock in the evening.

LESSON XXXIII.—Letter Writing.

1. *Copy the following letter forms on note paper. Do not copy the words in brackets.*

[Heading]

Bird-in-Hand, Pa.,

May 4, 1898.

[Salutation]

My dear Brother,

[Body of Letter]

[Conclusion]

Your affectionate brother,

Gilbert H. Lyte.

[Address]

Mr. Louis McJ. Lyte,
Millersville, Pa.

[Heading]

Saratoga, N.Y.,

Nov. 8, 1898.

[Address]

American Book Co.,
Washington Square,
New York, N.Y.

[Salutation]

Dear Sirs,

[Body of Letter]

[Conclusion]

Yours respectfully,

Theodore C. Search.

When and where were the foregoing letters written? To whom was the first letter written? The second? By whom was the first letter written? The second?

With what should letters begin? What should follow the address of the writer? What are the different parts of the foregoing letters?

How are letters usually taken to the persons to whom they are written?



LESSON XXXIV.—Transitive and Intransitive Verbs.

EXERCISE I.

Copy the following sentences :

1. I see him.
2. Columbus discovered America.
3. Flowers bloom.
4. Jacob lived in the land of Egypt.
5. The girls plucked the flowers.

Which words in the foregoing sentences are verbs? Which two verbs have direct objects? Which two verbs do not have objects? What word is the object of *see*? Of *discovered*? Of *plucked*?

The verbs *see*, *discovered*, and *plucked* have direct objects. They are transitive verbs.

The verbs *bloom* and *lived* do not have objects. They are intransitive verbs.

Can you find the word *transitive* in the dictionary? The word *intransitive*? What do these words mean? What does the prefix *in* mean?

EXERCISE II.

Which verbs in the following sentences are transitive? Which are intransitive?

1. They surround me.
2. They enter my castle wall.
3. They climb up into my turret.
4. Life is real! Life is earnest!
5. Trust no future, howe'er pleasant.

These sentences are taken from "The Children's Hour" and "A Psalm of Life." Read both these poems. Who wrote them?

EXERCISE III.

Write sentences containing the following verbs. Draw a line under the transitive verbs and their objects.

writes	walk	may go
fly	struck	found
come	love	will bring

**LESSON XXXV.—Heading of a Letter.**

The Heading of a letter should contain the post-office address of the writer and the date of writing.

When a letter is written in a city, the house number should generally be given in the heading, as well as the name of the street, the city, and the State.

When a letter is written in the country or in a small town, the heading should contain the name of the county and the State, as well as the name of the post-office.

EXERCISE I.

Copy the following headings, arranging the parts as they are arranged in the forms:

I.

Portland, Oregon,
Jan. 19, 1896.

II.

1876 Centennial St.,
Philadelphia, Pa.,
29 June, 1902.

III.

Hull, Plymouth Co., Mass.,
Feb. 24, 1894.

IV.

Woman's College,
Baltimore, Md.,
April 9, 1899.

EXERCISE II.

Arrange the following headings properly. Be careful to punctuate the headings like those given above.

1. Lake Helen, Volusia Co., Florida, June 1, 1900.
2. Exchange Hotel, Richmond, Va., 20 Feb., 1894.
3. 111 North Lime St., Lancaster, Pa., Sept. 21, 1901.
4. Pasadena, Cal., Oct. 24, 1899.
5. P. O. Box 1234, Atlanta, Ga., March 4, 1897.

LESSON XXXVI.—Use of *Be*.

EXERCISE I.

Copy the following sentences, using the verbs am, are, and is in place of the dashes :

- | | |
|---------------------------|---------------------|
| 1. I — here now. | 5. She — here. |
| 2. You — here, too, Mary. | 6. We — all here. |
| 3. He — here. | 7. You — all here. |
| 4. Mary — here. | 8. The boys — here. |

Which form of the verb is used with *I*? With *you*? With *he* and *James*? With the nouns and pronouns that mean more than one? Do *am*, *are*, and *is* refer to present time?

EXERCISE II.

Copy the foregoing sentences, using the verbs was and were in place of the dashes. Change now to yesterday.

Which form of the verb is used with *I*? With *you*? With *he* and *James*? With the nouns and pronouns in the plural number? What time do *was* and *were* refer to?

Am and *was* are used with the pronoun *I*.

Are and *were* are used with the pronoun *you*.

Is and *was* are used with other pronouns in the singular number, and with nouns in the singular number.

Are and *were* are used with nouns and pronouns in the plural number.

Verbs are said to agree with their subjects in person and number.

Am, *are*, and *is* refer to present time, and are in the present tense.

Was and *were* refer to past time, and are in the past tense.

EXERCISE III.*Copy and commit to memory—*

	PRESENT TENSE.	PAST TENSE.
<i>Sing.</i>	am, are, is	was, were
<i>Plu.</i>	are	were

EXERCISE IV.*Fill the following blanks:*

1. Snow — white. 2. Lilies — flowers. 3. I —
at school yesterday. 4. Where — you yesterday?
5. Several planets — visible last week. 6. She and I
— in the room. 7. Chicago and St. Louis — large
cities. 8. — your father and mother well? 9. I —
— years old.
10. Kind hearts — the garden,
Kind thoughts — the roots,
Kind words — the blossoms,
Kind deeds — the fruits.

EXERCISE V.*We must not say—**We must say—*

We was going.

We were going.

You was wrong.

You were wrong.

They was here.

They were here.

Were he here?

Was he here?

Whose books is these?

Whose books are these?

LESSON XXXVII.—Address of a Letter.

The name and post-office address of the person written to usually follows the heading in business letters. In let-

ters of friendship they are frequently placed after the conclusion.

Titles of respect and courtesy should be used in the address. The ordinary titles are *Mr.*, *Mrs.*, *Miss*, and *Esq.* A boy is addressed as *Master*, and several men as *Messrs.*

Care must be taken not to misuse titles. Do not write Mr. John Smith, Esq.

Members of the Society of Friends do not use titles, as a rule.

THE SALUTATION.

The salutation is the term of respect or politeness used in beginning the body of the letter.

Salutations for relatives and near friends :

Dear Father,	Dear Uncle Frank,
My dear Mother,	My dear Cousin,
My dear Brother,	My dear Mr. Smith,
Dear Mary,	Dear Mr. Greene.

Salutations used in business letters and letters to strangers :

Madam,	Dear Madam,
Dear Sir,	Dear Sirs,
Sir :	Sirs :
	Gentlemen,
	etc.

What punctuation marks are used in the salutations?
What words are capitalized in the salutations?

A salutation may be followed by a comma or a colon. If the body of the letter begins in the same line as the salutation a dash should follow the comma or colon.

The words Sister, Father, Friend, Sir, etc., in the salutation should be capitalized.

EXERCISE I.

Copy the foregoing salutations.

EXERCISE II.

Write a salutation for a letter to —

- | | |
|---------------------|-----------------------------------|
| 1. Your father. | 4. Your teacher. |
| 2. A near friend. | 5. A friend of your father. |
| 3. A business firm. | 6. A gentleman who is a stranger. |



LESSON XXXVIII.—Use of Have and Has.

EXERCISE I.

Copy the following sentences, using the verbs have, has, and had in place of the dashes.

1. "You — a flag, and so — I," Harry said to Willie.
2. "James — a flag, too," said Willie. "Hurrah! we all — flags. Let us wave them."
3. The poor boy — no dinner yesterday.
4. The children — a holiday last week.

Which form of the verb is used with *I*? With *you*? *James*? With *boy*? Which forms refer to present time? Which forms refer to past time?

Have and *had* are used with the pronouns *I* and *you*, and with nouns and pronouns in the plural number.

Has and *had* are used with the pronouns *he*, *she*, and *it*, and with nouns in the singular number.

Have and *has* refer to present time, and are in the present tense.

Had refers to past time, and is in the past tense.

EXERCISE II.

Copy and commit to memory —

	PRESENT TENSE.	PAST TENSE.
<i>Sing.</i>	have, has	had
<i>Plu.</i>	have	had

EXERCISE III.

Fill the following blanks :

1. A squirrel — a bushy tail. 2. Squirrels — bushy tails. 3. Donkeys — long ears. 4. — the rose a sweet odor? 5. Last winter — many cold days. 6. He and I — a sleigh-ride yesterday.

7. I — it now.

10. We — it now.

8. You — it now.

11. She — it now.

9. He — it now.

12. They — it now.



LESSON XXXIX.—Use of Shall and Will.

EXERCISE I.

Copy the following sentences :

1. I am here now. 2. I was here yesterday. 3. I shall be here to-morrow. 4. We shall be here to-morrow. 5. Will you be here? 6. They will be here. 7. Mary will be here. 8. I shall have the flag to-morrow. 9. They will have their books. 10. Mary will have her doll.

What forms of verbs are used with *I* to refer to future time? With *we*? With *they*? With *Mary*?

Shall be and *shall have* are used with the pronouns *I* and *we* to refer to future time. They are in the future tense.

Will be and *will have* are used with the pronouns *he*, *she*, *it*, and *they*, and with nouns to refer to future time. They are in the future tense.

In verbs like *shall be*, *will have*, etc., *shall* and *will* are called auxiliaries. They help verbs to express future time.

When we wish to speak emphatically, or to express a determination, we say *I will*, *you shall*, *he shall*, *they shall*, *Mary shall*. Learn to say *I shall*, *we shall*, *you will*, *he will*, *they will*, etc., unless you wish to speak emphatically.

EXERCISE II.

Copy and commit to memory —

	PRESENT TENSE.	PAST TENSE.	FUTURE TENSE.
<i>Sing.</i>	am, are, is	was, were	shall be, will be
<i>Plu.</i>	are	were	shall be, will be
<i>Sing.</i>	have, has	had	shall have, will have
<i>Plu.</i>	have	had	shall have, will have

EXERCISE III.

Fill the following blanks with shall be or will be :

1. I — — there to-morrow.
2. I think he — — there.
3. I believe he — — appointed to-morrow.
4. Hurry, we — — late.
5. You — not — ready.

EXERCISE IV.

Of what words are the following words contractions ?

Aren't, isn't, I'll, I'm, 'tis, you'll, we're, they're, we've, hasn't.

An apostrophe (') should be used in a contraction to show the omission of one or more letters.

Do not use "*ain't*" or "*hain't*." *Don't* is a contraction of *do not*, and *doesn't* of *does not*.

Do not use contractions in writing, unless for a special reason.



LESSON XL.—Body and Conclusion of a Letter.

THE BODY.

A letter of friendship should be simple and natural. Remember that your near friends will be interested in what you are interested in. Do not fill your letter with short sentences with the subject omitted; as, "Arrived yesterday. Had a very fatiguing journey. Was surprised to see how much the place has changed. Hope you will write soon."

Business letters should relate to business only. They should be answered promptly. The answer may begin by referring briefly to the letter; as, "Your favor of the 21st inst., inquiring for a teacher, was received this morning."

THE CONCLUSION.

The conclusion contains the complimentary close and the signature of the writer.

FORMS OF CONCLUSIONS.

I.

Your affectionate son,
Howard White.

II.

Your loving daughter,
Mary Smith.

III.

Yours respectfully,
Brown Mfg. Co.

IV.

With assurances of esteem, I remain
Sincerely yours,
N. C. Dougherty.

What punctuation marks are used in the conclusion?
What words are capitalized in the conclusion?

A comma should be placed after the complimentary close, and a period after the signature.

The words *sister*, *father*, *friend*, *servant*, etc., in the complimentary close should begin with small letters.

FORMS FOR LETTERS OF FRIENDSHIP.

Your sincere friend,	Yours very sincerely,
Yours lovingly,	Ever yours,
Yours affectionately,	With kind regards, I am
	Very truly yours,
Believe me to be, my dear friend,	
Most sincerely yours,	
etc.,	etc.

FORMS FOR BUSINESS LETTERS.

Yours truly,	Yours respectfully,
Truly yours,	Respectfully yours,
Very truly yours,	Yours very truly,
etc.,	etc.

EXERCISE I.

Copy the foregoing conclusions.

EXERCISE II.

Write three conclusions for letters of friendship. Three for business letters.

**LESSON XLI.—Person and Number of Verbs.****EXERCISE.**

Copy the following sentences :

- | | | |
|------------------------------|----------------------|--------------|
| 1. I run. | 3. He runs. | 5. You run. |
| 2. You run. | 4. We run. | 6. They run. |
| 7. She teaches the children. | 9. I defy you. | |
| 8. They teach the pupils. | 10. It rises slowly. | |

What words are used as the subjects of the verb *run*? *Runs*? Which of these subjects means the speaker? The person or persons spoken to? The persons or person spoken of? How does the verb *run* change its form when the subject means but one? *Teach*?

If a subject of a verb means but one, and does not mean the speaker or the person spoken to, the verb generally ends with *s* or *es*.

A verb ending with *s* or *es* is said to be in the third person and singular number because its subject is in the third person and singular number.

If the subject of a verb means the speaker, the person spoken to, or more than one, the verb does not generally end with *s* or *es*.

Verbs are said to agree with their subjects in person and number.

SPELLING EXERCISES.

I.

Add s to form the third person singular :

Act, buy, call, float, flow, grow, labor, lay, lie, listen, pay, play, roar, run, set, sit, steal, sting, suffer, visit.

II.

Add es :

Approach, dash, do, go, kiss, march, nourish, pass, search, teach.

III.

Change y to i, and add es :

Apply, copy, cry, defy, fly, notify, reply, spy, study, try.

IV.

Drop final e, and add es :

Change, choose, engage, love, raise, rise, serve, skate, wave.

V.

MEANING OF WORDS.

State the difference in meaning between the italicized words in the sentences and the words in parenthesis.¹

1. We *accept* him. (*Except.*)
2. Did you *suspect* me? (*Expect.*)
3. Can you *ride* that horse? (*Drive.*)
4. I *persuaded* him to go. (*Advised.*)
5. I obtained the *receipt* from the physician. (*Prescription.*)

1. Refer to the dictionary when you are in doubt about the meaning of a word. You should form the habit of using the dictionary while studying your lessons.

LESSON XLII.—The Superscription of a Letter.

The superscription is the address on the envelope.

FORMS OF SUPERSCRPTIONS.

<p>Stamp</p> <p>2 cents</p>
<p>American Book Company, Washington Square, Borough of Manhattan, New York, N.Y.</p>

<p>Stamp</p> <p>2 cents</p>
<p>Mr. John E. Lane, Lansford, Carbon Co., P. O. Box 12. Pa.</p>

EXERCISE I.

Copy the foregoing superscriptions. Use envelopes or paper with the size of an envelope ruled on it.

A common business size is $3\frac{1}{2}$ inches by $6\frac{1}{4}$ inches. There are, however, many other sizes.

EXERCISE II.

Write the superscriptions of letters for—

- | | |
|---|-------------------------|
| 1. Your father or mother. | 3. A business firm. |
| 2. Your teacher. | 4. One of your cousins. |
| 5. A friend living at some distance from you. | |

**LESSON XLIII.—Regular and Irregular Verbs.****EXERCISE I.**

Copy the following sentences :

- | | | |
|-------------------------------------|---------------|-----------------|
| 1. I walk to school with my sister. | | |
| 2. Anna walked yesterday. | | |
| 3. Mary rides with her brother. | | |
| 4. She rode to school yesterday. | | |
| 5. I run. | 8. I ran. | 11. We studied. |
| 6. He runs. | 9. She ran. | 12. You study. |
| 7. You ran. | 10. We study. | 13. He studies. |

Which of the foregoing verbs refer to present time? Which to past time? Which of the verbs that refer to past time end with *ed*? Which do not?

We add *ed* to verbs like *walk*, *study*, and *love*, when we refer to past time. These verbs are called regular verbs.

We cannot add *ed* to verbs like *run*, *ride*, and *come*, when we refer to past time. These are called irregular verbs.

For a list of irregular verbs, see Appendix, page 217.

EXERCISE II.

Copy the following table of regular verbs:

PRESENT TENSE.	PAST TENSE.	FUTURE TENSE.
walk, walks	walked	shall walk, will walk
study, studies	studied	shall study, will study
love, loves	loved	shall love, will love

What is added to the first form of the present tense to change it to the second? How is the future tense formed from the present?

EXERCISE III.

Write the present, past, and future tenses of the following regular verbs, as shown in the foregoing table:

Add, belong, call, commit, copy, describe, desire, end, fill, kiss, learn, play, point, push, refer, select, stop, trust, use, wish.

EXERCISE IV.

1. *Select an appropriate word from the foregoing list to be used in place of the dashes, and read the following sentences:*

- | | |
|-------------------------|----------------------------|
| 1. I — now. | 1. I — it now. |
| 2. I — yesterday. | 2. I — it yesterday. |
| 3. I shall — to-morrow. | 3. I shall — it to-morrow. |

2. Use you instead of I. 3. Use he. 4. We. 5. They.
6. Ralph. 7. The boys.

EXERCISE V.

Copy three regular verbs from your reading book, and arrange them in a table, as shown in Exercise 2.

SPELLING EXERCISES.**I.**

Add ed to form the past tense of the following regular verbs:

Roar, play, float, listen, call, flow, search, dash, approach, mix.

II.

Change y to i and add ed:

Defy, reply, copy, study, fly.

III.

Drop final e and add ed:

Change, love, serve, skate, wave.

IV.

Double the final letter and add ed:

Stop, refer, trip, propel, sob.

**LESSON XLIV.—Irregular Verbs.****FIRST LIST.****EXERCISE I.**

Write the present tense, the past tense, and the future tense of the following irregular verbs:

PRESENT TENSE.

bite, bites

see, sees

sing, —

fly, —

come, —

go, —

eat, —

drink, —

run, —

ride, —

PAST TENSE.

bit

saw

sang

flew

came

went

ate

drank

ran

rode

FUTURE TENSE.

shall bite, will bite

shall see, will see

— — — — —

— — — — —

— — — — —

— — — — —

— — — — —

— — — — —

— — — — —

— — — — —

What is added to the first form of the present tense to change it to the second form? How is the future tense formed from the present?

EXERCISE II.

Copy the following sentences, using the correct form of the verbs go and eat in place of the dashes. Use shall or will when necessary.

1. I — now.

1. I — it now.

2. I — yesterday.

2. I — it yesterday.

3. I — — to-morrow.

3. I — — it to-morrow.

EXERCISE III.

Change I to you, and use come and drink.

EXERCISE IV.

Change I to he, and use run and bite.

EXERCISE V.

Change I to we, and use ride and see.

EXERCISE VI.

Change I to they, and use fly and sing.

EXERCISE VII.

Learn the foregoing verbs so that when one form is given, you can mention and write all the forms.

EXERCISE VIII.

We must not say —

We must say —

She come yesterday.

She came yesterday.

I seen it.

I saw it.

I eat it yesterday.

I ate it yesterday.

I drunk it.

I drank it.

He run fast.

He ran fast.

**LESSON XLV.—Regular Verbs (Continued).****EXERCISE I.**

Copy the following sentences :

1. I walk to school.
2. I walked to school yesterday.
3. I have walked to school often.
4. I had walked to school before he met me.
5. He has studied his lesson.
6. I had studied my lesson before the bell rang.

In the third sentence, what word is used with *walked* as part of the verb? In the fourth sentence? What is the verb in the fifth sentence? The first verb in the sixth?

Verbs like *have walked* and *have studied* are in the present perfect tense.

Verbs like *had walked* and *had studied* are in the past perfect tense.

Walked and *studied* in these verbs are called perfect participles.

EXERCISE II.

Copy and commit to memory —

PRESENT TENSE.	PAST TENSE.	PRESENT PERFECT TENSE.	PAST PERFECT TENSE.
walk	walked	have walked	had walked
study	studied	have studied	had studied
love	loved	have loved	had loved

EXERCISE III.

Write the present, past, present perfect, and past perfect tenses of the verbs in Exercise 3, Lesson XLIII.

EXERCISE IV.

Fill the following blanks with verbs from the list in Exercise 3, Lesson XLIII. Use the right tense in each sentence :

- | | |
|-------------------|-----------------------------|
| 1. I — now. | 1. I — it now. |
| 2. I — yesterday. | 2. I — it yesterday. |
| 3. I — — often. | 3. I — — it often. |
| 4. I — — before. | 4. I — — it before he came. |

EXERCISE V.

Change I to you. To he. To we. To they.

EXERCISE VI.

Copy and commit to memory —

PRESENT TENSE.	PAST TENSE.	PERFECT PARTICIPLE.
walk	walked	walked
study	studied	studied
love	loved	loved

What auxiliary, or helping word, is used with the perfect participle to form the present perfect tense? The past perfect tense? How is the perfect participle of regular verbs formed from the present tense? Which two forms are alike?

EXERCISE VII.

Write the present tense, past tense, and perfect participle of the following regular verbs :

Carry, guide, live, look, prove, raise, review, thank, wait, work.



LESSON XLVI.—Irregular Verbs.

FIRST LIST (*Continued*).

EXERCISE I.

Copy and commit to memory —

PRESENT TENSE.	PAST TENSE.	PRESENT PERFECT TENSE.	PAST PERFECT TENSE.
bite	bit	have bitten	had bitten
see	saw	have seen	had seen
sing	sang	have sung	had sung

What is the present perfect tense of *bite*? Of *see*? The past perfect tense of *bite*? Of *see*? Which word is the perfect participle? Which word is the auxiliary?

EXERCISE II.

Write the present, past, present perfect, and past perfect tenses of the following irregular verbs :

PRESENT TENSE.	PAST TENSE.	PERFECT PARTICIPLE.
bite	bit	bitten
see	saw	seen
sing	sang	sung

PRESENT TENSE.

fly
come
go
eat
drink
run
ride

PAST TENSE.

flew
came
went
ate
drank
ran
rode

PERFECT PARTICIPLE.

flown
come
gone
eaten
drunk
run
ridden

EXERCISE III.

Copy the following sentences, using the verbs go and eat in place of the dashes. Use the right tense in each sentence.

- | | |
|-----------------------------|--------------------------------|
| 1. I — now. | 1. I — it now. |
| 2. I — yesterday. | 2. I — it yesterday. |
| 3. I — — to-morrow. | 3. I — — it to-morrow. |
| 4. I — — often. | 4. I — — it often. |
| 5. I — — before he
came. | 5. I — — it before he
came. |

EXERCISE IV.

Change I to you, and use come and drink.

EXERCISE V.

Change I to he, and use run and bite.

EXERCISE VI.

Change I to we, and use ride and see.

EXERCISE VII.

Change I to they, and use fly and sing.

EXERCISE VIII.

Learn the foregoing verbs, so that when one form is given you can mention and write all the forms.

EXERCISE IX.*We must not say —*

She has bit it.
 I have saw it.
 They have sang it.
 He has went.
 He had ate it.
 We have drank it.

We must say —

She has bitten it.
 I have seen it.
 They have sung it.
 He has gone.
 He had eaten it.
 We have drunk it.

We must use the perfect participle with the auxiliaries *have*, *has*, and *had*. We must not use the past tense with these auxiliaries.

**LESSON XLVII.—Irregular Verbs.****SECOND LIST.****EXERCISE I.**

Study the following list of irregular verbs in the same way as the first list was studied.

(See Exercises in Lessons XLIV. and XLVI.)

PRESENT TENSE.	PAST TENSE.	PERFECT PARTICIPLE.
ring	rang	rung
sting	stung	stung
slide	slid	slid
hide	hid	hidden
buy	bought	bought
bring	brought	brought
catch	caught	caught
find	found	found
swim	swam	swum
sink	sank	sunk

EXERCISE II.*We must not say —*

I brung it.
 He caught it.
 She has hid it.
 It has sank.

We must say —

I brought it.
 He caught it.
 She has hidden it.
 It has sunk.

**LESSON XLVIII.—Letters.****EXERCISE I.**

Write the following letter to a friend. Use your own name and address, and follow the first form in Lesson XXXIII.

Yesterday I began school in the old schoolhouse in which you and I spent so many hours together. I have the same seat we occupied last year. There are many changes, although the old house is the same, and the big trees still stand near the lower part of the yard. You remember that the directors spoke of cutting them down in the summer. I am glad they did not, for the maples that were planted in the school yard two or three years ago are too small to give us much shade.

The new teacher's name is Miss Mary Lee, and all the pupils seem to like her. She is not so noisy as Mr. Smith was last year, but I think she means that we must obey her and work, even if she is quiet.

There are several boys and girls at school this year that I do not know. One big boy, whose name is Isaac Conard, takes your place in town ball, and is a good player.

The teacher has started a class in Latin, and has asked me to join it. Father wants me to do it, so that I may begin to prepare for college.

I hope that you are enjoying your work, and that you will make rapid progress. Don't forget to come to see us whenever you can. Father and mother join with me in sending you our kindest regards and best wishes.

EXERCISE II.

Write a letter to one of your cousins, telling her that there will be a picnic next Saturday in Locust Grove, and inviting her to come to your house and go to the picnic with you and your sister. Tell her that you wish to start about nine o'clock in the morning.

EXERCISE III.

Write an answer to the second letter in this lesson, accepting the invitation.

EXERCISE IV.

Write an answer, thanking your cousin for the invitation, and telling her how sorry you are that you cannot accept it.

EXERCISE V.

Suppose that you are visiting a friend, and desire to remain a week longer than you intended to stay when you left home. Write a letter to your father or mother, telling about your visit, and asking permission to stay.

EXERCISE VI.

Imagine that you are in the army and write a letter home.

LESSON XLIX.—Irregular Verbs.

THIRD LIST.

EXERCISE I.

Study the following list of irregular verbs in the same way as the first list was studied.

(See Exercises in Lessons XLIV. and XLVI.)

PRESENT TENSE.	PAST TENSE.	PERFECT PARTICIPLE.
tell	told	told
show	showed	shown
hear	heard	heard
read	read	read
write	wrote	written
speak	spoke	spoken
say	said	said
know	knew	known
feel	felt	felt
think	thought	thought

EXERCISE II.

We must not say—

I have wrote it.

He has spoke.

She knowed it.

We must say—

I have written it.

He has spoken.

She knew it.



LESSON L.—Irregular Verbs.

FOURTH LIST.

EXERCISE I.

Study the following list of verbs in the same way as the first list of irregular verbs was studied.

PRESENT TENSE.

do
get
hold
give
lend
pay
take
send
sell
steal

PAST TENSE.

did
got
held
gave
lent
paid
took
sent
sold
stole

PERFECT PARTICIPLE.

done
got
held
given
lent
paid
taken
sent
sold
stolen

EXERCISE II.*We must not say—*

I done it.

I have did it.

He give it to me yesterday.

I loaned it.

She has took it.

They had stole it.

We must say—

I did it.

I have done it.

He gave it to me yesterday.

I lent it.

She has taken it.

They had stolen it.

**LESSON LI.—Letter Writing.****EXERCISE I.**

Write the following letter to the Century Co., Union Square, New York, N. Y. Use your own name and address, and follow the second form in Lesson XXXIII.

Inclosed you will find a post-office order for four dollars (\$4.00), for which you will please send me the "Century Magazine" for one year, beginning with the first number of the present volume.

EXERCISE II.

Write a letter to Paul Wiseman, LL.D., Mount Intelligence, Washington, asking for information concerning the courses of study of the school of which he is principal, and the expenses for tuition and boarding. Ask him also when the next session begins, and what entrance examination is required.

EXERCISE III.

Write an answer to the first letter in this lesson, acknowledging the receipt of the post-office order, and stating that the magazine will be sent as ordered.

EXERCISE IV.

Write an answer to the second letter in this lesson.

**LESSON LII. — Irregular Verbs.****FIFTH LIST.****EXERCISE I.**

Study the following list of irregular verbs in the same way as the first list was studied.

PRESENT TENSE.

forget
feed
hurt
keep
lose
make
break
drive
spring
begin

PAST TENSE.

forgot
fed
hurt
kept
lost
made
broke
drove
sprang
began

PERFECT PARTICIPLE.

forgotten
fed
hurt
kept
lost
made
broken
driven
sprung
begun

EXERCISE II.*We must not say —**We must say —*

I had forgot it.

I had forgotten it.

He has broke it.

He has broken it.

She begun it.

She began it.

They have began it.

They have begun it.

**LESSON LIII.—Irregular Verbs.****SIXTH LIST.****EXERCISE I.**

Study the following list of irregular verbs in the same way as the first list was studied.

PRESENT TENSE.**PAST TENSE.****PERFECT PARTICIPLE.**

hang

hung

hung

fall

fell

fallen

strike

struck

struck

stand

stood

stood

sleep

slept

slept

kneel

knelt

knelt

throw

threw

thrown

cut

cut

cut

hit

hit

hit

draw

drew

drawn

EXERCISE II.*We must not say —**We must say —*

It has fell.

It has fallen.

I throwed it.

I threw it.

We drawed it.

We drew it.

He has drawed it.

He has drawn it.

LESSON LIV.—Study of Description.

Read the following paragraphs :

THE KAATSKILL MOUNTAINS.

Whoever has made a voyage up the Hudson must remember the Kaatskill Mountains. They are a dismembered branch of the great Appalachian family, and are seen away to the west of the river, swelling up to a noble height, and lording it over the surrounding country. Every change of season, every change of weather, indeed every hour of the day produces some change in the magical hues and shapes of these mountains ; and they are regarded by all the good wives, far and near, as perfect barometers. When the weather is fair and settled, they are clothed in blue and purple, and print their bold outlines on the clear evening sky ; but sometimes, when the rest of the landscape is cloudless, they will gather a hood of gray vapors around their summits, which, in the last rays of the setting sun, will glow and light up like a crown of glory.

At the foot of these fairy mountains, the voyager may have descried the light smoke curling up from a village, whose shingle roofs gleam among the trees, just where the blue tints of the upland melt away into the fresh green of the nearer landscape. It is a little village of great antiquity, having been founded by some of the Dutch colonists, in the early times of the province, just about the beginning of the government of the good Peter Stuyvesant (may he rest in peace!) ; and there were some of the houses of the original settlers standing within a few years, built of yellow bricks brought from Holland, having latticed

windows and gable fronts, surmounted with weathercocks.
— *Washington Irving* (1783–1859).

Where is the Hudson? Where are the Kaatskill Mountains? What is meant by a “dismembered branch”? To what family do these mountains belong? Where are other members of the family found?

What does the author mean by saying that the mountains lord it over the surrounding country?

How do the mountains show the change of seasons? The change of weather? What is the mountain’s “crown of glory”?

Where is the foot of a mountain? What is a village? Where is this village situated? Was it an old village? Can you find out when it was founded?

Who wrote this description? To what country did he belong? These are the first two paragraphs of “Rip Van Winkle.” Did you ever hear anything about Rip Van Winkle? How much of the story can you tell? Do you think it is a true story?

NOTE. — Read “Rip Van Winkle” to the school at convenient times. Read also selections from the “Sketch Book,” by Irving.



LESSON LV.—Irregular Verbs.

SEVENTH LIST.

EXERCISE I.

Study the following list of irregular verbs in the same way as the first list was studied.

PRESENT TENSE.	PAST TENSE.	PERFECT PARTICIPLE.
lie	lay	lain
lay	laid	laid
sit	sat	sat
set	set	set
rise	rose	risen
raise ¹	raised	raised
teach	taught	taught
learn ¹	learned	learned
let	let	let
leave	left	left

I. *Raise* and *learn* are regular verbs.

EXERCISE II.

We must not say—

We must say—

I laid awake and listened.

I lay awake and listened.

He has laid down.

He has lain down.

How still she lays!

How still she lies!

They set down.

They sat down.

He has set there often.

He has sat there often.

John raised up.

John rose.

The sun has rose.

The sun has risen.

I will learn you.

I will teach you.

Leave him go.

Let him go.

Mary let it here.

Mary left it here.

Let it till to-morrow.

Leave it till to-morrow.

TO THE TEACHER. — The verbs in the seventh list require special attention. Study them in pairs, thus: *lie* and *lay*; *sit* and *set*; *rise* and *raise*; *teach* and *learn*; *let* and *leave*. Remember that *lie*, *sit*, and *rise* are intransitive, and *lay*, *set*, and *raise* are transitive. See that pupils are familiar with the use of the principal parts of these verbs. Study the dictionary to learn the difference between *teach* and *learn*, and *let* and *leave*.

LESSON LVI.—Irregular Verbs.

EIGHTH LIST.

EXERCISE I.

Study the following list of irregular verbs in the same way as the first list was studied.

PRESENT TENSE.	PAST TENSE.	PERFECT PARTICIPLE.
fight	fought	fought
shoot	shot	shot
stick	stuck	stuck
dig	dug	dug
build	built	built
meet	met	met
lead	led	led
stay	staid	staid
shine	shone	shone
seek	sought	sought

EXERCISE II.

We must not say — We must say —

He builded it.

He built it.

The sun shined.

The sun shone.



LESSON LVII.—Notes.

Notes are briefer than letters. They are frequently used for invitations and answers. They are usually, though not always, written in the third person.

FORMS OF NOTES.

INVITATION.

Mr. and Mrs. Edward Brooks request the pleasure of Mr. and Mrs. Westlake's company to dinner on Thursday evening, May fourth, at seven o'clock.

5971 Drexel Road, Overbrook,
Thursday, April 30th.

ACCEPTANCE.

Mr. and Mrs. J. Willis Westlake accept with pleasure Mr. and Mrs. Brooks's kind invitation for Thursday evening, May fourth.

Lafayette Hotel,
Friday, May first.

REGRET.

Mr. and Mrs. J. Willis Westlake greatly regret that a previous engagement prevents them from accepting Mr. and Mrs. Edward Brooks's kind invitation for Thursday evening, 4th May.

Lafayette Hotel,
Friday, 1st May.

INFORMAL NOTE.

Oswego, N.Y.,
May 11, 1895.

Dear Mr. Sheldon,

Mr. Noss and I will call to see you this evening concerning the teacher whom you recommended to me yesterday.

Sincerely yours,
A. E. MALTBY.

EXERCISE I.

Copy the foregoing notes.

EXERCISE II.

Write the following notes :

1. An invitation to a friend to take dinner at your house.
2. An answer, accepting the invitation.
3. An answer, declining the invitation, and giving a reason for declining.
4. A note to a friend, requesting the loan of a book.
5. An invitation to an evening party.

**LESSON LVIII.—Irregular Verbs.****NINTH LIST.****EXERCISE I.**

Study the following list of irregular verbs in the same way as the first list was studied.

PRESENT TENSE.	PAST TENSE.	PERFECT PARTICIPLE.
choose	chose	chosen
freeze	froze	frozen
swear	swore	sworn
tear	tore	torn
wear	wore	worn
bid	bade	bidden
shake	shook	shaken
blow	blew	blown
grow	grew	grown
put	put	put

EXERCISE II.*We must not say —*

I have chose it.
 It has froze.
 He has tore it.
 She bid him go.
 It blowed hard.

We must say —

I have chosen it.
 It has frozen.
 He has torn it.
 She bade him go.
 It blew hard.

**LESSON LIX.—Irregular Verbs.****TENTH LIST.****EXERCISE I.**

Study the following list of irregular verbs in the same way as the first list was studied.

PRESENT TENSE.

wind
 grind
 swing
 wring
 win
 bend
 beat
 bleed
 burst
 become

PAST TENSE.

wound
 ground
 swung
 wrung
 won
 bent
 beat
 bled
 burst
 became

PERFECT PARTICIPLE.

wound
 ground
 swung
 wrung
 won
 bent
 beaten
 bled
 burst
 become.

EXERCISE II.*We must not say —*

It bursted, or it busted.
 He become cold.

We must say —

It burst.
 He became cold.

LESSON LX.—Study of Poem.

Read the following poem :

THE FROST.

The Frost looked forth one still, clear night,
And whispered, "Now I shall be out of sight ;
So through the valley and over the height

In silence I'll take my way.

I will not go like that blustering train,
The wind and the snow, the hail and the rain,
Who make so much bustle and noise in vain,
But I'll be as busy as they !"

Then he went to the mountain, and powdered its crest,
He climbed up the trees, and their boughs he dressed
With diamonds and pearls, and over the breast

Of the quivering lake he spread

A coat of mail, that it need not fear
The downward point of many a spear
That he hung on its margin, far and near,
Where a rock could rear its head.

He went to the windows of those who slept,
And over each pane like a fairy crept,
Wherever he breathed, wherever he stepped,

By the light of the moon were seen

Most beautiful things. There were flowers and trees,
There were beves of birds and swarms of bees,
There were cities, thrones, temples, and towers, and these
All pictured in silver sheen !

But he did one thing that was hardly fair, —
He peeped in the cupboard, and, finding there
That all had forgotten for him to prepare, —

“Now, just to set them a thinking,
 I’ll bite this basket of fruit,” said he;
 “This costly pitcher I’ll burst in three,
 And the glass of water they’ve left for me
 Shall ‘tchick!’ to tell them I’m drinking.”

— *Hannah F. Gould.*

Is the noun *Frost* masculine or feminine? What is meant by “that blustering train”? Which is the crest of a mountain? With what was it powdered? With what were the boughs of the trees dressed? What was the “coat of mail” mentioned in the second stanza? Can you think of any other name for the spears that pointed downward?

Have you ever seen pictures on the windows like those described in the third stanza? Can you imagine the scene described in the second stanza? In the third stanza? In the fourth?

What did the Frost mean by saying, “I’ll bite this basket of fruit”? What made the pitcher burst?

What parts of the poem show what the Frost said? What punctuation marks inclose these passages? What abbreviations are found in this poem?

In what season of the year is frost seen? The first line is: “The Frost looked forth one still, clear night.” Does frost appear on cloudy nights?

How is frost formed? Does this poem refer to the frost we sometimes see on cool mornings, or does the poem represent a winter scene?

What two words are used to form “wherever”? What other words in the poem are formed from two words?

Commit this poem to memory.

LESSON LXI.—Progressive Form.

EXERCISE I.

*Change —**To —*

- | | |
|-----------------------|-----------------------------|
| 1. They waved a flag. | 1. They were waving a flag. |
| 2. I sang a song. | 2. I was — a song. |
| 3. The sun shines. | 3. The sun — —. |
| 4. Did it shine? | 4. Was it —? |
| 5. How he laughs! | 5. How he is —! |

Which of the foregoing verbs show that the acts which they represent are continuing?

Verbs like *were waving*, *was singing*, *is shining*, and *is laughing* are in the progressive form.

Waving, *singing*, *shining*, *laughing*, are called present participles. The present participle of a verb is formed by adding *ing* to the present tense.

The progressive form of a verb is made up of the present participle of the verb and one of the forms of *am*; as, *am*, *are*, *is*, *was*, *were*, *will be*, *has been*, *had been*, *might have been*, etc.

SPELLING EXERCISES.

I.

Add ing to form the present participle:

Add, see, kiss, ring, sink, buy, do, go, think, teach.

II.

Drop final e and add ing:

Bite, use, ride, rise, raise, love, taste, become, give, change.

Double the final letter and add ing :

Run, dig, swim, stop, begin, put, refer, knit, win, get.



LESSON LXII. — Voice.

EXERCISE I.

Change —

To —

- | | |
|-------------------------------|-------------------------|
| 1. They waved a flag. | 1. A flag was waved. |
| 2. William saw him. | 2. He was — by William. |
| 3. The dog will bite the boy. | 3. The boy will be —. |
| 4. He throws the ball. | 4. The ball — —. |
| 5. I can do it. | 5. It — — —. |

Which of the foregoing verbs show that their subjects represent the actors? Which show that the subjects represent the persons or things receiving the acts? What is the subject of the verb *waved*? Of *was waved*? What is the direct object of *saw*? The subject of *was seen*? The object of *will bite*? The subject of *will be bitten*?

Verbs like *waved*, *saw*, and *will bite* are in the active voice.

Verbs like *was waved*, *was seen*, and *will be bitten* are in the passive voice.

The direct object of a verb in the active voice represents the receiver of the act expressed by the verb; in the passive voice, the subject represents the receiver of the act.

The direct object of a verb in the active voice becomes the subject of the verb in the passive voice.

The passive voice of a verb is formed by combining the perfect participle of the verb with one of the forms of *am*.

EXERCISE II.

Change the voice of the following verbs :

1. I see him. 2. Heat expands metals. 3. America was discovered by Columbus. 4. These birds were shot by Mr. Smith. 5. Will the dog catch the rabbit? 6. By whom was General Braddock defeated? 7. We should obey our parents and our teachers. 8. The light of the sun is reflected by the moon. 9. General Hooker lost the battle of Chancellorsville. 10. President Lincoln was killed by J. Wilkes Booth.



LESSON LXIII. — Mood.

Read the following sentences :

I was not there. I hear the music. If I were there, I should give him the book. You may go. Give him the book. Go.

Which two verbs are used in expressing a fact? In which sentence is my being there expressed as merely thought of? Which verb expresses permission? Which two verbs are used in expressing commands?

Was and **hear** are each used in expressing a fact. They are in the indicative mood.

Were is used in expressing an act as merely thought of. It is in the subjunctive mood.

May go is used in expressing permission. It is in the potential mood.

Give and **go** are used in expressing commands. They are in the imperative mood.

The subject of a verb in the imperative mood is generally *you* understood ; as, (you) go.

May, can, must, might, could, would, should, and ought are called the signs of the potential mood.

May is used to express permission.

May and *might* are used to express possibility.

Can and *could* are used to express ability.

Must expresses necessity.

Would generally expresses willingness.

Should and *ought* generally express duty.

The indicative and the potential mood can be used in interrogative sentences.

EXERCISE I.

In what mood are the verbs in the following sentences ?

1. He went to the mountains.
2. "Make way for Liberty!" he cried.
3. The stockings were hung by the chimney with care,
In hopes that St. Nicholas soon would be there.
4. The whited air hides hills and woods.
5. If I were an American, I should not yield.

EXERCISE II.

Use the verb study —

1. In a sentence expressing a fact.
2. In a sentence asking a question about a fact.
3. In a sentence expressing command.
4. In a sentence expressing the act as merely thought
of or doubtful.
5. In a sentence expressing ability.

EXERCISE III.

Write the following sentences :

One using *may* to express possibility.

One using *may* to express permission.

One containing a verb in the potential mood expressing duty.

One containing a verb in the potential mood expressing necessity.

One containing a verb in the subjunctive mood.

LESSON LXIV.—Receipts.

FORM OF A RECEIPT.

Manitou, Colo.,

18th July, 1895.

*Received of Mr. J. M. Balliet, Sixty-two $\frac{75}{100}$
Dollars, in full, for board.*

H. Q. Tell.

\$62 $\frac{75}{100}$.

Lake Helen, Fla., Dec. 29, 1896.

*Received of Jacob M. Frantz, One Hundred
and Twenty-five $\frac{00}{100}$ Dollars, on account.*

H. M. Mayer.

\$125 $\frac{00}{100}$.

What does a receipt show? Who should sign a receipt? Why is the amount written twice? Who received the first receipt? What should he do with it?

EXERCISE I.

Copy the foregoing receipts.

(The paper on which a receipt is written is generally about three inches wide and seven or eight inches long.)

EXERCISE II.

Write the following receipts:

1. A receipt showing that your teacher has paid you \$50 on account, for board.
2. C. H. Harding, of Philadelphia, Pa., May 4, 1897, paid A. M. Frantz \$25,000 for a house and lot. Write the receipt.
3. William Cake sold J. W. Lansinger, bread and rolls to the amount of \$16.75. Write the receipt given when the money was paid. Use the present date and place.



LESSON LXV. — Comparison of Adjectives and Adverbs.

Read the following sentences:

1. William is *strong*.
2. John is *stronger* than William.
3. George is the *strongest* boy of the three.
4. The fields are *more beautiful* in summer than in winter.
5. The *coldest* days occur in winter.
6. She came *often*, but he came *oftener* than she did.

What changes are made in the adjective *strong* to show that the boys differ in strength? Which word expresses the quality in the highest degree? What is placed before the word *beautiful* to compare it? What is added to the adverb *often*?

The word *strong* expresses the quality simply. It is said to be in the positive degree.

The word *stronger* expresses the quality in a higher degree than *strong*. It is said to be in the comparative degree.

The word *strongest* expresses the quality in the highest degree. It is said to be in the superlative degree.

Er is added to words of one syllable to form the comparative.

Est is added to words of one syllable to form the superlative.

More or *less* is placed before most words of more than one syllable to form the comparative.

Most or *least* is placed before most words of more than one syllable to form the superlative.

A few words of two syllables add *er* and *est*.

A few adjectives use other words to form the comparative and superlative; as, —

POSITIVE.	COMPARATIVE.	SUPERLATIVE.
bad	worse	worst
good	better	best
little	less	least
many	more	most
much	more	most

EXERCISE I.

Use adjectives in place of the dashes in the following sentences:

1. It is — in winter than in summer.

2. Florida is large, but California is —, and Texas is the — State in the Union.

3. Is ice — than water?

4. Greenland is — than Iceland.

5. — monarchies still exist in some parts of the — world.

EXERCISE II.

Add er and est to form the comparative and superlative:

cold	happy ¹	long	sweet
droll	high	narrow	tender
dry ¹	hot ²	short	thick
green	lazy	sober	unkind

1. Change *y* to *i*.

2. Double the final letter.

EXERCISE III.

Drop final e and add er and est:

ample	handsome	rare
coarse	noble	remote
fine	polite	wise

EXERCISE IV.

Place more and most before the positive:

agreeable	generous	joyful
ancient	indulgent	studious
beautiful	industrious	useful

EXERCISE V.

Use three of the foregoing adjectives in sentences to compare two objects.

LESSON LXVI.—Bills.**FORMS OF BILLS.****I. BILL FOR LABOR.**

North Platte, Neb.,

Nov. 8, 1896.

William Williams,

To Thomas Thomas, Dr.

For 5 days' Labor, Painting Storeroom at 1.75	8	75
---	---	----

2. INVOICE.

465 Market St., Philadelphia,

May 4, 1897.

Mr. James Reader,

Bought of Johnson & Boswell.

1 Bryant's Poems,	1	75
1 A Fool's Errand,	1	25
3 Uncle Tom's Cabin,	3	30
@ 1.10	6	30

3. ACCOUNT RECEIPTED.

Hillsboro, O.,

Sept. 25, 1896.

Mr. R. T. Hoffman,

To Henry Carpenter, Dr.

For Lumber used in Repairing Barn,	8	75
2 Locks, # 60,	@ .36	72
5 lbs. Nails,	@ .04	20
4 days' Labor,	@ 1.80	7
Received payment,	16	87
Henry Carpenter.		

EXERCISE I.

Copy the foregoing bills.

EXERCISE II.

1. Walter Bausman bought the following articles of Henry Hall, Rochester, N.Y., Nov. 10, 1896: 20 lbs. Coffee @ .15; 15 lbs. Rice @ .06; 25 lbs. Sugar @ .04; 4 lbs. English Cheese @ .27. Make out the bill.

2. George Smithson, Lancaster, Pa., worked 16 days with his horse and cart for John B. Warfel, at \$2.50 a day. Make out the bill dated Aug. 30, 1897.

3. Sold Miss Mary A. Glover, 15 yds. Black Alpaca at .16, 18 yds. Empress Cloth at .65, and $\frac{1}{2}$ doz. Towels at 4.00. Make out the bill, using your own name and post-office address. Receipt it.

**LESSON LXVII.—Conjunctions.**

Read the following sentences :

1. Copper and silver are heavy.
2. The ice is cold and smooth.
3. The clock ticks plainly and regularly.
4. Ruth and Dorothy must go.
5. Ruth or Dorothy must go.
6. Knowledge comes, but wisdom lingers.
7. Art is long and Time is fleeting.

What word is used to join *copper* and *silver*? What word is used to join *cold* and *smooth*? How are *plainly*

and *regularly* joined? What word in the fourth sentence joins *Ruth* and *Dorothy*? In the fifth sentence? How does the fifth sentence differ in meaning from the fourth? What two sentences does *but* join? What word joins the sentences *Art is long* and *Time is fleeting*?

The words *and*, *or*, and *but* join sentences or parts of a sentence. They are coördinate conjunctions.

EXERCISE I.

Use conjunctions instead of the dashes in the following sentences. In the first three sentences, show that both things are meant; in the last three, show that only one is meant.

1. Cotton — feathers are soft — light.
2. Let dogs delight to bark — bite.
3. A soldier should be brave — cautious.
4. Alice — Lilian has the handkerchief.
5. Will you eat an apple — a peach?
6. Is Texas large — small?

EXERCISE II.

Read the following sentences :

- | | |
|---------------------|--------------------------|
| 1. Trees grow. | 2. Bushes grow. |
| 3. Glass is smooth. | 4. Glass is transparent. |
| 5. Pupils study. | 6. Pupils recite. |

These may be changed to the following sentences :

1. Trees and bushes grow.
2. Glass is smooth and transparent.
3. Pupils study and recite.

In the same manner change —

1. Boys sing merrily.
2. Girls sing merrily.
3. Iron is opaque.
4. Iron is heavy.
5. China is large.
6. China is populous.
7. Horses draw carriages.
8. Horses draw wagons.
9. George Eliot wrote "Middlemarch."
10. George Eliot wrote "Romola."
11. John Adams died on the fourth of July, 1826.
12. Thomas Jefferson died July 4, 1826.
13. The days come quickly.
14. The days go quickly.

EXERCISE III.

Can you change each group of four sentences to one sentence?

1. Colts run.
2. Colts play.
3. Lambs run.
4. Lambs play.
5. Trees grow.
6. Vines grow.
7. Trees bear fruit.
8. Vines bear fruit.
9. Iron is used in building houses.
10. Wood is used in building houses.
11. Iron is used in building barns.
12. Wood is used in building barns.



LESSON LXVIII.—Use of Conjunctions and Comma.

Read the following sentences :

1. Gold, silver, copper, and iron are metals.
2. Ice is cold, smooth, and hard.
3. At school we study, recite, or play.

What four words are used as the subjects of *are* in the first sentence? What punctuation mark follows each noun but the last? What three words describe *ice*? (Notice the punctuation marks.) After which verbs in the last sentence are commas placed? What word joins *copper* and *iron*? *Smooth* and *hard*? *Recite* and *play*? What three words are used in the same way in the second sentence? In the third?

When three or more words are used in the same way in a sentence, a comma is placed after each word but the last.

When three or more words are used in the same way in a sentence, a conjunction is placed between the next to the last and the last word.

EXERCISE I.

Place commas where they belong in the following sentences, and use conjunctions in place of the dashes :

Apples peaches pears — plums are fruit.
 A tone has length pitch — power.
 Water is composed of oxygen — hydrogen.
 The bench the desk — the table are made of wood.
 The schoolhouse is made of brick stone wood — iron.
 German silver is a mixture of nickel zinc — copper.
 Coal contains carbon oxygen hydrogen nitrogen — sulphur.

EXERCISE II.

Read the following sentences :

1. Trees grow. 2. Bushes grow. 3. Vines grow.
4. Milk is white. 5. Milk is opaque. 6. Milk is nutritious.
7. Dogs bark. 8. Dogs growl. 9. Dogs bite.

These may be changed to —

1. Trees, bushes, and vines grow.
2. Milk is white, opaque, and nutritious.
3. Dogs bark, growl, and bite.

In the same way change —

1. Horses draw carriages. 2. Horses draw wagons.
3. Horses draw sleighs. 4. Horses draw carts.
5. Sir Walter Scott wrote "Waverley." 6. Sir Walter Scott wrote "Ivanhoe."
7. Sir Walter Scott wrote "Guy Mannering." 8. Sir Walter Scott wrote "Marmion."
9. Bryant was a poet. 10. Longfellow was a poet.
11. Whittier was a poet. 12. They were American poets.
13. Water is transparent. 14. It is tasteless. 15. It is colorless.



LESSON LXIX. — Study of Selection.

Read the following paragraphs from "The Autocrat of the Breakfast Table," and write what you think of them :

But all this has nothing to do with my walks and talks with the schoolmistress. I did not say that I would not tell you something about them. Let me alone, and I shall talk to you more than I ought to probably.

Books we talked about, and education. It was her duty to know something of these, and of course she did. Perhaps I was somewhat more learned than she, but I found that the difference between her reading and mine was like that of a man's and a woman's dusting a library. The man flaps about with a bunch of feathers; the woman

goes to work softly with a cloth. She does not raise half the dust, nor fill her own eyes and mouth with it,—but she goes into all the corners, and attends to the leaves as much as the covers. Books are the negative pictures of thought, and the more sensitive the mind that receives their images, the more nicely the finest lines are reproduced. A woman (of the right kind), reading after a man, follows him as Ruth followed the reapers of Boaz, and her gleanings are often the finest of the wheat.—*Oliver Wendell Holmes* (1809-1894).

NOTE.—Read selections from “The Autocrat of the Breakfast Table” and “The Professor at the Breakfast Table” to the school. Read also “Old Ironsides,” “The One-Hoss Shay,” and “The Last Leaf,” by Holmes.

LESSON LXX.—Phrases and Prepositions.

Read the following sentences :

1. The lyre bird's imitative power is strong.
2. John Smith treated Pocahontas kindly.
3. The farmer plods homeward.
4. Wise men act carefully.

These sentences may be changed as follows :

5. The lyre bird's power of imitation is strong.
6. John Smith treated Pocahontas with kindness.
7. The farmer plods toward home.
8. Men of wisdom act with care.

What two words in the fifth sentence are used instead of *imitative* in the first? What part of speech is *imita-*

tive? What does it modify? What words in the sixth sentence are equivalent to *kindly* in the second? What part of speech is *kindly*? Compare the fourth sentence with the eighth.

Of imitation is a combination of words used as an adjective.

With kindness and *toward home* are combinations of words used as adverbs.

These combinations of words do not contain a subject and its verbs. They are called phrases.

The words *of*, *with*, and *toward* introduce the phrases and join them to the words that the phrases modify. They are called prepositions.

The noun or the pronoun used with a preposition to form a phrase is called the object of the preposition.

EXERCISE I.

Change the adjectives in italics to phrases :

1. *Wise* men provide for old age.
2. A *European* town is interesting.
3. A *poor* man often envies a *wealthy* man.
4. A word fitly spoken is like *golden* apples in *silver* pictures. (See Prov. 25 : 11.)
5. The *English* troops surrendered at Yorktown.

EXERCISE II.

Change the adverbs in italics to phrases :

1. The British army retreated *hastily*.
2. Brave soldiers fight *courageously*, but *cautiously*.
3. Speak *deliberately* and act *wisely*.
4. God is near us *always*.
5. William Penn treated the Indians *fairly*.

EXERCISE III.

Use adjective phrases in place of the possessive nouns in the following sentences :

1. *England's* glory is her navy.
2. *America's* pride is her free institutions.
3. When did *President Lincoln's* death occur?

EXERCISE IV.

Use adjectives or adverbs in place of the following phrases :

1. We should prepare our lessons with care.
2. Words of kindness cost nothing, but are worth much.
3. It moved with rapidity and force.

EXERCISE V.

Point out the phrases in the following sentences :

1. Be kind to thy father, and let on his brow
No traces of sorrow be seen.
2. What we learn in youth grows up with us and in time becomes a part of the mind itself.
3. The world has a spirit of beauty,
Which looks upon all for the best;
And while it discharges its duty,
To Providence leaves all the rest.

It will be seen that the meaning of many phrases cannot be fully expressed by a single word. They all, however, perform the office of adjectives, adverbs, or nouns.

LESSON LXXI.—Prepositions and their Objects.

Read the following sentences :

1. The man is walking to the tree.
2. The boy is running from the tree.
3. The children are playing under the tree.
4. The birds are flying over the tree.
5. The dog is running toward the tree.

Which are the phrases in these sentences? By what prepositions are they introduced? What word is the object of the preposition in each sentence? What word shows the direction the man is walking with reference to the tree? What word shows the relation of the boy's act to the tree? Of the children? Of the birds?

The preposition *from* shows the relation of the act of running to the tree. So, also, the preposition *to* shows the relation of an action to an object.

In "the book on the table," the preposition *on* shows the relation of the book to the table.

EXERCISE I.

Read the following list of words that may be used as prepositions :

about	at	beyond	into	through
above	before	by	of	under
across	behind	down	on	upon
after	below	for	over	with
against	beneath	from	to	within
among	between	in	toward	without

How many prepositions not in this list can you find in your reading lesson?

EXERCISE II.

Point out the prepositions and their objects in the following sentences :

1. Come unto me.
2. What do you know about him?
3. She came with them.
4. Little minds are tamed and subdued by misfortune, but great minds rise above it.
5. Heaven is not reached at a single bound.

The pronouns *me, him, them, it*, etc., can be used as objects of prepositions. They are in the objective case.

Nouns can also be used as the objects of prepositions. When thus used they are in the objective case.

EXERCISE III.

Use prepositions in place of the dashes in the following sentences :

1. It is cooler — sunrise than — sunset.
2. The beggar — the gate said: "I walked — Boston — this place — receiving help — any one."
3. Only a drop — the bucket,
But every drop will tell;
The bucket would soon be empty
But — the drops — the well.
4. Lives — great men all remind us
We can make our lives sublime,
And departing, leave — us
Footprints — the sands — time.

EXERCISE IV.

Fill the following blanks :

1. Snow falls ^(preposition) _____ the ^(noun) _____.
2. ^(Noun) _____ is the largest ^(noun) _____ ^(preposition) _____ the United States.
3. He walked ^(preposition) _____ the bridge.

How many prepositions can you select for the third sentence?

**LESSON LXXII.—Diaries and Journals.**

In keeping a diary or journal, make a note of the events that interest you, and whatever you desire to remember.

FORM OF A SCHOOLBOY'S DIARY.

Monday, Sept. 2. Very warm. School began to-day, with 27 pupils. The new teacher's name is Mary Lee. I think we shall like her. My studies are grammar, arithmetic, algebra, physical geography, drawing, and Latin. The old schoolhouse has a new coat of paint and looks neat and clean.

Tuesday, Sept. 3. Still warm. The fields need rain very greatly. Corn is drying up. Five new pupils to-day. William Graybill came to school to-day. He sits with me. Miss Lee showed us a collection of minerals which she brought from Colorado. Uncle William Hoffman came from Ohio to-day to see us.

EXERCISE I.

Copy the foregoing diary.

EXERCISE II.

Keep a diary or journal for a week.



LESSON LXXIII.—Clauses.

Read the following sentences :

1. *Wise* men provide for old age.
2. The *English* troops surrendered at Yorktown.
3. The tree lies *there*.
4. I heard the *remark*.

These sentences may be changed as follows :

5. Men *who are wise* provide for old age.
6. The troops *that came from England* surrendered at Yorktown.
7. The tree lies *where it fell*.
8. I heard *what he said*.

What words in the fifth sentence are equivalent to the adjective *wise* in the first? In the sixth sentence what is used in the place of *English* in the second? What adverb modifies *lies* in the third sentence? What group of words modifies *lies* in the seventh sentence? Compare the fourth and eighth sentences.

Who are wise is a combination of words used as an adjective.

Where it fell is a combination of words used as an adverb.

What he said is a combination of words used as a noun.

Each of these combinations of words contains a subject and a predicate (or verb), and is called a clause.

The combinations of words in italics in the following sentences are clauses :

1. I will go *if you remain.*
2. I will go *unless you remain.*
3. The children came *because the bell rang.*
4. We study *that we may improve.*
5. I know *that my Redeemer liveth.*
6. London is larger *than Paris (is).*

EXERCISE.

Point out the clauses in the following sentences :

1. We must study if we wish to acquire knowledge.
2. Do you know that the earth is round?
3. If he should leave his father, his father would die.
4. Performance is better than promising.
5. When water freezes, it swells.
6. For the structure that we raise
Time is with materials filled;
Our to-days and yesterdays
Are the blocks with which we build.



LESSON LXXIV. — Subordinate Conjunctions.

Read the second list of sentences in Lesson LXXIII.

What is the clause in the first sentence? Which word is the subject? The verb? Which word introduces the clause in the second sentence? The third? The fourth? The sixth? Point out the subject and the verb in each clause.

The word *if* introduces the clause *if you remain*, and joins it to *will go*, which the clause modifies.

The words *unless*, *because*, *that*, and *than* introduce clauses, and join them to the words that the clauses modify.

If, *unless*, *because*, *that*, and *than* are subordinate conjunctions.

EXERCISE I.

Write sentences containing clauses introduced by the following subordinate conjunctions :

if	that	unless
because	than	whether

EXERCISE II.

Point out the subordinate conjunctions, subjects, and predicates (or verbs) of the clauses in Lesson LXXIII.



LESSON LXXV. — Conjunctive Adverbs.

Read the following sentences :

1. Who shall decide *when doctors disagree*?
2. Make hay *while the sun shines*.
3. We know *where the daisies grow*.
4. Can you tell *how a needle is made*?

The word *when* introduces the clause *when doctors disagree*, and joins it to *shall decide*. It is also an adverb and modifies *disagree*. It is called a conjunctive adverb.

While, *where*, and *how* introduce clauses and join them to the words the clauses modify. They are adverbs also, and modify the verbs in the clauses which they introduce. They are called conjunctive adverbs.

EXERCISE.

Write sentences containing clauses introduced by the following conjunctive adverbs :

when where before since



LESSON LXXVI.—Conjunctive Adjectives.

Read the following sentences :

1. He took *whatever* books he needed.
2. We know *what* master laid thy keel.
3. I do not know *which* way he went.

The word *whatever* introduces the clause *whatever books he needed*, and joins it to *took*. It is also an adjective and modifies *books*. It is called a conjunctive adjective.

What and *which* introduce clauses and join them to the words that the clauses modify. They are adjectives also, and modify the nouns that follow them. They are called conjunctive adjectives.

EXERCISE.

Write sentences containing clauses introduced by the following conjunctive adjectives :

what which



LESSON LXXVII.—Conjunctive Pronouns.

Read the following sentences :

1. The man *who* labors is respected.
2. I know the man *who* came.
3. It blesseth him *that* gives and him *that* takes.

4. Did you see *whom he met*?
5. I shall do *whatever is needed*.
6. The bird *that soars on highest wing*
Builds on the ground her lowly nest.
7. Experience is the lamp *which guides many wise men*.

The word *who* introduces the clause *who labors*, and joins it to *man*. It is also a pronoun and is the subject of *labors*. It is called a conjunctive pronoun.

Who, that, whom, whatever, which, whose, and what introduce clauses and join them to the words that the clauses modify. They are also pronouns, and are called conjunctive pronouns.

EXERCISE.

Write sentences containing clauses introduced by the following conjunctive pronouns :

who which that what



LESSON LXXVIII.—Relative Pronouns.

Read the following sentences :

1. I know the man *who came*.
2. I know *who came*.
3. Did you see the ladies *whom he met*?
4. Did you see *whom he met*?

In the first sentence does *who* mean a male or a female? One or more than one? In what gender is it? In what person? In what number? How can you tell? In the

second sentence does *who* mean a male or a female? One or more than one? Why can you not tell? Compare the third and fourth sentences, and state the difference.

In the first sentence the gender, person, and number of the pronoun *who* are told by referring to the preceding noun *man*. *Who* is said to be closely related to the word *man*, and is called a relative conjunctive pronoun, or simply a relative pronoun. *Man* is called the antecedent of *who*.

In the second sentence *who* is not closely related to any preceding word. It is therefore not a relative pronoun.

EXERCISE I.

Examine the following sentences :

CONJUNCTIVE PRONOUNS.

I saw *who* did it.

Do you know *whom* he met?

Take *what* is needed.

Shall we admit *whoever* comes?

I remember *whose* children came to school.

Whoso loveth instruction loveth knowledge.— *Prov.* 12 : 1.

RELATIVE PRONOUNS.

I saw the boy *who* did it.

Do you know the man *whom* he met?

Take that *which* is needed.

Shall we admit every one *who* comes?

I remember the man *whose* children came to school.

He *who* loveth instruction loveth knowledge.

How do the pronouns in these sentences differ?

EXERCISE II.

Write sentences containing clauses introduced by the following relative pronouns :

who

which

that

LESSON LXXIX.—Study of Poem.

Read the following poem :

PERSEVERANCE.

1.

A swallow in the spring
Came to our granary, and 'neath the eaves
Essayed to make a nest, and there did bring
Wet earth and straw and leaves.

2.

Day after day she toiled
With patient art, but ere her work was crowned,
Some sad mishap the tiny fabric spoiled,
And dashed it to the ground.

3.

She found the ruin wrought ;
But not cast down, forth from the place she flew,
And with her mate fresh earth and grasses brought
And built her nest anew.

4.

But scarcely had she placed
The last soft feather on its ample floor,
When wicked hands, or chance, again laid waste
And wrought the ruin o'er.

5.

But still her heart she kept,
And toiled again, — and last night, hearing calls,
I looked, — and lo! three little swallows slept
Within the earth-made walls.

6.

What truth is here, O man!
 Hath hope been smitten in its early dawn?
 Have clouds o'ercast thy purpose, trust, or plan?
 Have faith, and struggle on!

—R. S. S. Andros.

Where did the swallow try to build her nest? With what did she try to build it? What is a granary? Did you ever see a bird's nest under the eaves of a house or barn?

What happened to the first nest the swallow tried to build? Was she discouraged? How many times did she build it? Did it serve its purpose the last time?

What lesson is this poem intended to teach?

Should birds' nests be destroyed? How should birds be treated?



LESSON LXXX.—Infinitive Verbals used as Adjectives.

Read the following sentences:

1. We have opportunities *to study*.
2. A path *to guide* us there, could not be found.
3. The man *to be admired* is the man possessing the courage *to do* right at all times.
4. The desire *to excel* others is not always praiseworthy.
5. It has power *to perform* the work required.

The word *to study* is used as an adjective and modifies the noun *opportunities*. It is derived from the verb *study* and partakes of its nature. It is an infinitive verbal used as an adjective.

To guide, to be admired, to do, to excel, and to perform

modify the nouns preceding them. They are derived from verbs, and partake of the nature of verbs. They are infinitive verbals used as adjectives.

An infinitive verbal generally begins with *to*.

A verbal partakes of the nature of a verb in expressing action, in being modified like a verb, and in other ways.



LESSON LXXXI.—Infinitive Verbals used as Adverbs.

Read the following sentences :

1. We have come *to study*.
2. Are you anxious *to do* your duty?
3. I come *to bury* Cæsar, not *to praise* him.
4. The workmen have returned *to complete* the building.
5. She stoops *to conquer*.

The word *to study* is used as an adverb and modifies the verb *have come*. It is derived from the verb *study* and partakes of its nature. It is an infinitive verbal used as an adverb.

To do, to bury, to praise, to complete, and to conquer modify the words preceding them. They are derived from verbs and partake of the nature of verbs. They are infinitive verbals used as adverbs.



LESSON LXXXII.—Infinitive Verbals used as Nouns.

Read the following sentences :

1. *To err* is human ; *to forgive*, divine.
2. I desire *to study*.
3. *To have accomplished* the task is a credit.
4. *To feel* the warm rays of the sun is pleasant.
5. They are about *to start*.

6. O, it is excellent
To have a giant's strength, but it is tyrannous
To use it like a giant. — *Shak.*

The word *to err* is used as a noun and is the subject of the verb *is*. It is derived from the verb *err* and partakes of its nature. It is an infinitive verbal used as a noun.

To forgive, to study, to have accomplished, to feel, and to start are derived from verbs and partake of their nature. They are infinitive verbals used as nouns.



LESSON LXXXIII. — Participial Verbals used as Adjectives.

Read the following sentences :

1. The victory *won* by Commodore Dewey was telegraphed to every city in the Union.
2. The army *surrendered* at Yorktown numbered seven thousand men.
3. Words *expressing* desire refer to the future.
4. A word *used* as a name is called a noun.
5. The boy *running* away is her brother.
6. Most persons seem *surprised* to learn that all kinds of trees have flowers.

The word *won* is used as an adjective and modifies *victory*. It is derived from the verb *win* and partakes of its nature. It is a participial verbal used as an adjective.

Surrendered, expressing, used, and running modify the nouns preceding them. They are derived from verbs and partake of their nature. They are participial verbals used as adjectives.

LESSON LXXXIV.—Participial Verbals used as Adverbs.

Read the following sentences :

1. The child came *running*.
2. *Hearing* an odd sound, I looked for the cause.
3. *Having been called* by the bugle, the troops fell into line.

The word *running* is used as an adverb and modifies *came*. It is derived from the verb *run* and partakes of its nature. It is a participial verbal used as an adverb.

Hearing and *having been called* modify the verbs in the sentences in which they are used. They are participial verbals used as adverbs.



LESSON LXXXV.—Participial Verbals used as Nouns.

Read the following sentences :

1. A taste for *reading* good books should be cultivated.
2. *Trying* to do right is *doing* right.
3. Are you conscious of *having done* right?
4. A man may as well expect to grow stronger by always *eating*, as wiser by always *reading*.
5. Cast iron differs from wrought iron in *being* brittle.

The word *reading* is used as a noun and is the object of the preposition *for*. It is derived from the verb *read* and partakes of its nature. It is a participial verbal used as a noun.

Trying, *doing*, *having done*, *eating*, *reading*, and *being* are derived from verbs. They are participial verbals used as nouns.

EXERCISE.

Point out the verbals in the following sentences, and tell how they are used:

1. I desire to go home.
2. He has gone to Chicago to attend the Columbian Exposition.
3. He has no thought of trying to escape.
4. Every degree of guilt incurred by yielding to temptation tends to debase the mind.
5. True worth is in being, not seeming;
In doing each day that goes by
Some little good, not in dreaming
Of great things to do by and by.

**LESSON LXXXVI.—Responsives.**

Read the following sentences:

1. Can a bird fly? Yes.
2. Can a boy fly? No.

The words *yes* and *no* are used to answer or respond to a question. They are called *responsives*.

The words used as *responsives* are *yes*, *yea*, *ay*, *no*, *nay*, and *amen*. They are used to answer or respond to a question or a petition.

EXERCISE.

Use responsives in place of the dashes:

1. Was he hurt? —.
2. —, I cannot go.
3. As many as are in favor of the motion will say *Ay*. —.

LESSON LXXXVII.—Interjections.

Read the following sentences :

1. Hurrah ! we have won the race.
2. Hark ! did you not hear it ?
3. Halloo !

The word *hurrah* is used simply to express a sudden feeling.

The word *halloo* is used to call the attention of some one.

These words are called interjections.

An interjection should generally be followed by an exclamation point (!).

The following words, with many others, can be used as interjections :

ah	halloo	hurrah	O
alas	hark	indeed	oh
behold	hey	nonsense	pshaw

EXERCISE I.

Which of the following words are interjections ?

1. Oh, I am hurt !
2. O come, come away !
3. We hail with joy this happy day,
Hurrah ! hurrah ! hurrah !

EXERCISE II.

Use interjections in place of the following blanks :

1. — I am wounded.
2. — what do I hear ?
3. — Tread softly.

EXERCISE III.

CHOICE OF WORDS.

Use the following words in place of the dashes. Refer to the dictionary when necessary.

Loan, lend.

1. I desire the — of this book.
2. Will you — it to me?
3. — me a dollar.
4. He received the money as a —.

Bring, fetch.

1. Go, and — me the books.
2. William, — me those lilies from yonder lake.
3. The soldier — his rifle with him when he came.

Aggravate, provoke.

1. Our troubles are — by imaginary evils.
2. Do not — him to anger.
3. Your conduct — the teacher.

Nouns, pronouns, verbs, adjectives, adverbs, verbals, prepositions, conjunctions, responsiveness, and interjections are called the parts of speech.

Sentences, words, phrases, and clauses are called the elements of speech.

PART II.

CHIEF USES OF THE PARTS OF SPEECH.



ANALYSIS OF SENTENCES.

LESSON LXXXVIII.—Simple Sentences.

Read the following sentences :

1. Birds fly.
2. Must I stay?
3. Study.
4. Stars are twinkling.
5. Gentle persons are greatly admired.

What is the subject of the first sentence? The predicate? What pronoun is the subject of the second sentence? What two words are used as the predicate? What word understood is the subject of the third sentence? Which of the foregoing sentences make statements? Which asks a question? Which one gives a command?

“Birds fly” contains but one subject and one predicate. It is called a simple sentence.

Each of the foregoing sentences is a simple sentence. Why?

The first, fourth, and fifth sentences make statements. They are simple, declarative sentences.

The second sentence asks a question. It is an interrogative sentence.

The third sentence gives a command. It is an imperative sentence.

NOTE. — The paragraphs in full face type are to be read carefully, but not committed to memory. See Suggestions to Teachers, p. 4, Note 1.

ANALYSIS OF SIMPLE SENTENCES.

LESSON LXXXIX.—Verbs and their Subjects.

Analyze the following sentences :

- | | |
|-----------------|-----------------------|
| 1. Dogs bark. | 3. Remain. |
| 2. Did he come? | 4. Birds are singing. |

In the sentences "Dogs bark" and "Did he come?" the noun *dogs* is the subject of the verb *bark*, and the pronoun *he* is the subject of the verb *did come*. *Dogs* and *he* are the subjects of the sentences, and the verbs *bark* and *did come* are the predicates.

WRITTEN ANALYSIS.

$S\ D \left \begin{array}{l} \textit{Dogs} \\ \textit{bark} \end{array} \right.$	$S\ In \left \begin{array}{l} \textit{he} \\ \textit{Did come} \end{array} \right.$
$S\ Im \left \begin{array}{l} (\textit{you}) \\ \textit{Remain} \end{array} \right.$	$S\ D \left \begin{array}{l} \textit{Birds} \\ \textit{are singing} \end{array} \right.$

MODEL FOR ORAL ANALYSIS.

This is a simple model for oral analysis :

1. Tell the kind of sentence.

2. Tell the subject.
3. Tell the modifiers of the subject, if there are any.
4. Tell the predicate.
5. Tell the modifiers or complements of the predicate, if there are any.

FORM OF ORAL ANALYSIS.

This simple form of oral analysis is suggested by the written analysis:

"Dogs bark." This is a simple, declarative sentence. *Dogs* is the subject. *Bark* is the predicate.

- | | |
|-----------------|-------------------------|
| 5. Birds fly. | 8. March. |
| 6. Must I stay? | 9. Stars are twinkling. |
| 7. May we go? | 10. Is spring coming? |



LESSON XC.—Chief use of Adjectives.

Analyze the following sentences:

WRITTEN ANALYSIS.

1. Bright days will come.
2. The old tree has fallen.
3. That one is injured.

S D	<i>days</i> ^s
	<i>Bright</i> ^{adj}
	<i>will come</i> ^t

Bright is written under the fourth letter of *days*.

S D	<i>tree</i> ^s
	<i>The</i> ^{adj}
	<i>old</i> ^{adj}
	<i>has fallen</i> ^t

S D	<i>one</i> — ^s
	<i>That</i> ^{adj}
	<i>is injured</i> ^t

The short dash (—) after *one* takes the place of the fourth letter.

The adjectives *bright*, *the*, and *old* modify nouns. The adjective *that* modifies the pronoun *one*.

The chief use of adjectives is to modify nouns and pronouns.

4. Little children play.
5. Many brave boys have fallen.
6. Industrious persons prosper.
7. Was that old lame man wounded?
8. Dame Nature smiles.
9. Have those young men returned?



LESSON XCI.—Adjectives used as Complements.

Analyze the following sentences: WRITTEN ANALYSIS OR OUTLINE.

1. Iron is heavy.

In the sentence "Iron is —," the sense is incomplete, and some word, as *heavy*, is needed to complete the meaning.

The adjective *heavy* is the complement of the verb *is*, and modifies *iron*. It is called a predicate adjective (*p.a.*).

$$S D \left| \begin{array}{l} \textit{Iron}^s \\ \textit{is} - - \textit{p} + \\ \textit{heavy}^{\textit{p.a.}} \end{array} \right.$$

The sign + means that the predicate is incomplete.

2. This unripe orange tastes sour.

FORM OF ORAL ANALYSIS.

"This unripe orange tastes sour."

This is a simple, declarative sentence. *Orange* is the subject. It is modified by *this* and *unripe*, adjectives. *Tastes* is the incomplete predicate. Its complement is *sour*, a predicate adjective, which modifies *orange*.

$$S D \left| \begin{array}{l} \textit{orange}^s \\ \textit{This}^{\textit{adj}} \\ \textit{unripe}^{\textit{adj}} \\ \textit{tastes}^{\textit{p}} + \\ \textit{sour}^{\textit{p.a.}} \end{array} \right.$$

$$S D \left| \begin{array}{l} \textit{He}^s \\ \textit{was called}^{\textit{p}} + \\ \textit{great}^{\textit{p.a.}} \end{array} \right.$$

3. He was called great.
4. Gold is yellow.
5. The distant hills look blue.
6. The American flag is beautiful.
7. Is platinum heavy?
8. A full-blown rose smells sweet.
9. The weather has become pleasant.
10. That aged man appears weary.
11. Be attentive.
12. She will be careful.

Adjectives are frequently used after *look*, *feel*, *smell*, and *taste*, and a few other verbs, to complete their meaning and modify their subjects.

LESSON XCII.—Chief Use of Adverbs.

Analyze the following sentences: WRITTEN ANALYSIS OR
OUTLINE.

1. Listen very attentively.
2. Very old persons are often *helpless*.

The adverb *attentively* modifies the verb *listen*. The adverb *very* in the first sentence modifies *attentively*. In the second sentence *very* modifies the adjective *old*. The chief use of adverbs is to modify verbs, adjectives, and adverbs.

(you)^s
Listen^p
attentively^{adv}
very^{adv}

persons^s
old—*adj*
Very^{adv}
are—*p* +
helpless^{p a}
often^{adv}

3. Speak gently.
4. Kind words can never die.
5. All truly great men are gentle.
6. The electric cars run very rapidly.

LESSON XCIII.—Writing Narratives.

Read the following narrative :

A RESCUE.

“Mama, may Gilbert and I go to the Conestoga to skate?” asked Louis of his mother on a Saturday in the early part of January.

“Yes,” answered Mrs. Allen, “but be careful not to go where the ice is thin.”

Off the boys went to the river a mile away. For several days the weather had been extremely cold, and the stream, usually a dangerous one for skaters, was thought to be perfectly safe now.

Soon the two brothers were skimming over the smooth ice with a number of their companions. “What fun it is to skate when the ice is so smooth,” said Gilbert as he and Louis stopped for a moment to look at the figure 8 which they had been cutting. Just as Louis was about to answer, a cry was heard, and away they skated as fast as possible in the direction of the sound. As they went round a bend in the river, they saw Harold Blake struggling in the deep water, and heard him call for help. The two boys found a fence rail, and pushing it along on the ice, they soon reached the spot where their companion was struggling. Lying flat on the ice, which at this place was thin, they succeeded in getting the rail within reach of Harold, who was almost exhausted by his efforts and by the cold. The boys held on to the rail, and pulled it towards them, while Harold worked his way toward the

thick ice, and in a little while was on his feet again. He had lost a skate in the water, and was thoroughly drenched. Aided by his rescuers, he was soon ready to start for home. As the three hastened along, Harold said, "Well, boys, I think you saved my life to-day. I should not have been able to keep up the fight against the ice much longer. You reached me just in time."

Louis and Gilbert's mother was frightened when she heard the story, and at the same time she was proud and happy when she learned that her two boys showed such presence of mind and were so brave.

EXERCISE I.

Write an account of what you did on your last holiday.

EXERCISE II.

Describe the last visit you made to one of your relatives.

EXERCISE III.

Write in your own language an account of the discovery of America by Columbus. Get the facts from your history.

EXERCISE IV.

Imagine Santa Claus visiting a house where there are three children, two girls and a boy, aged 11, 8, and 5. What toys did he leave? What did he say as he filled their stockings? What did the children say on Christmas morning?

EXERCISE V.

Write an account of any occurrence in which you took part not long ago.

LESSON XCIV.—Possessive Nouns and Pronouns.

Analyze the following sentences :

1. My friend's new book is interesting.

ORAL ANALYSIS.

Book is the subject. It is modified by *friend's*, a possessive noun, and *new*, an adjective. *Friend's* is modified by *my*, a possessive pronoun. *Is* is the incomplete predicate, etc.

OUTLINE.

S D	<i>book</i> ^s
	<i>friend's</i> ^{p n}
	My ^p
	<i>new</i> ^{adj}
	<i>is</i> -- ^p +
	<i>interesting</i> ^{p a}

In this sentence, the noun *friend's* modifies the noun *book* by denoting possession, and is called a possessive noun (*p.n.*). The pronoun *my* modifies *friend's* in the same way, and is called a possessive pronoun (*p.p.*).
 A guide line should be used when words modifying the same word are separated by other words.

2. Winter's storms are raging.
3. My brother-in-law's property was partly destroyed.
4. Whose friends are here?
5. Pennsylvania's coal mines are almost inexhaustible.

LESSON XCV.—Appositive Nouns and Pronouns.

Analyze the following sentences :

OUTLINE.

- | | |
|-----|--------------------------------|
| S D | <i>yacht</i> ^s |
| | <i>The</i> ^{adj} |
| | <i>Vigilant</i> ^{a n} |
| | <i>sails</i> ^p |
| | <i>rapidly</i> ^{adv} |
1. The yacht Vigilant sails rapidly.

2. I myself will go.

In the first sentence, the noun *Vigilant* modifies the noun *yacht* by representing the same boat. It is called an appositive noun (*a.n.*). The pronoun *myself* modifies the pronoun *I* by representing the same person. It is an appositive pronoun (*a.p.*).

OUTLINE.

S D		<i>I ---^s</i>
		<i>myself^{a p}</i>
		<i>will go^t</i>

3. My brother Francis does not reside here.

4. When did the poet Tennyson die?

5. Where did Bancroft the historian live?



LESSON XCVI.—Predicate Nouns and Pronouns.

Analyze the following sentences:

OUTLINE.

1. Shakspeare's greatest works are his dramas.

In the sentence "Shakspeare's works are —," the sense is not complete, and some word, as *dramas*, is needed to complete the meaning. The noun *dramas* is the complement of the verb *are*, and modifies its subject *works* by representing the same things. It is called a predicate noun (*p.n.*).

S D		<i>works^s</i>
		<i>Shakspeare's^{t n}</i>
		<i>greatest^{adi}</i>
		<i>are —^t +</i>
		<i>dramas^{t n}</i>
		<i>his^{t t}</i>

2. Millard Fillmore was not elected President.

3. I am he.

In the sentence "I am he," the pronoun *he* is the complement of the verb *am*, and modifies *I* by representing the same person. It is called a predicate pronoun (*p.p.*).

S D		<i>Millard Fillmore^s</i>
		<i>was elected^t +</i>
		<i>not^{adv}</i>
		<i>President^{t n}</i>

4. Beaumont was Fletcher's colaborer.
5. Is not iron the most precious metal?
6. Who was Aaron Burr?
7. Be a hero.



LESSON XCVII.—Objects of Verbs.

Analyze the following sentences :

1. Sheridan's presence inspired his army.

ORAL ANALYSIS.

Inspired is the incomplete predicate. Its complement is *army*; its object, by which it is modified, etc.

In the first sentence, the verb *inspired* would be incomplete without its direct object *army*. The noun *army* is the complement of *inspired*, and it also modifies *inspired* by representing the persons directly affected by the action expressed by the verb.

OUTLINE.

S D	presence ^s
	Sheridan's ^{tn}
	inspired ^t +
	army ^{do}
	his ^{tt}

S D	He ^s
	met- ^t +
	them ^{do}

2. He met them.

In the second sentence, the pronoun *them* is the complement of the verb *met*, and also its direct object (*d.o.*).

3. Bayard Taylor translated Goethe's "Faust."
4. Who wrote "Uncle Tom's Cabin"?
5. Remember thy Creator.
6. The poet Whittier wrote "Snow-Bound."
7. How many angles has a pentagon?

LESSON XCVIII.—Biographical Sketches.

Read the following sketch :

THE EARLY LIFE OF BENJAMIN FRANKLIN.

Benjamin Franklin was born in Boston, January 17, 1706. His father, an English dyer and chandler, emigrated to America in 1682. Benjamin was the fifteenth child, and his father intended him to be a minister, but was too poor to educate him. When he was twelve years old, he became an apprentice to his older brother, James, who was a printer.

Benjamin was very fond of reading and study, and devoted all his spare time to the improvement of his mind. He wrote a number of articles which were published anonymously in his brother's paper. Difficulty with his brother led him to leave Boston without any one's consent when he was seventeen years old. He went in a sailing vessel to New York, but not finding any work there, he continued his journey to Philadelphia. Here he obtained employment with a printer named Keimer, and found lodging in the house of a gentleman who afterward became his father-in-law.

How long since Benjamin Franklin was born? Where is the city in which young Franklin found work? What important event connected with this city occurred in the year in which Franklin's father came to America? What is meant by articles being published "anonymously"? What is a sailing vessel?

Franklin is called a great statesman and philosopher. Why? When did he die? Where is he buried?

EXERCISE I.

Write a brief autobiography. State the place and date of your birth; the name and occupation of your parents; where you have lived; where you have attended school; what interesting events have occurred in your life; what your plans are for the future.

EXERCISE II.

Write a biography of a schoolmate or near friend. Ask him for such facts as you desire to state.

EXERCISE III.

Write a biography of a man or woman of your acquaintance.

EXERCISE IV.

Write a sketch of the life of some prominent person with whom you are acquainted.

EXERCISE V.

Try to find out all you can about Benjamin Franklin, and write an account of his life.

EXERCISE VI.

Make a brief abstract of the last biography that you read.

EXERCISE VII.

Write all you can learn about the President of the United States.

EXERCISE VIII.

Can you write a short composition on the life of Moses?

LESSON XCIX.—Direct and Indirect Objects of Verbs.

Analyze the following sentences :

1. Send thy children food.

The verb *send* in the first sentence is followed by two nouns that modify it, *children* and *food*. *Food* is the complement of the verb. The noun *children* modifies the verb by representing the persons to whom the action expressed by the verb is done. When a verb has two objects, the complement of the verb is called its direct object (*d.o.*) and the other is called its indirect object (*i.o.*).

OUTLINE.

S Im | (*thou*)^s
Send^t +
children^{i.o}
 |
thy^t
food^{d.o}

S D | *prisoner*^s
The^{adj}
offered^t +
them^{i.o}
watch^{d.o}
his^t
gold^{adj}

2. The prisoner offered them his gold watch.

3. Tell me the story.

4. Did you ask me a question?

5. The citizens will give the returning soldiers a hearty welcome.

6. Can you send him the message?

7. The rival candidates each¹ promised three men the same position.

1. *Each* is an adjective pronoun, in apposition with *candidates*.

EXERCISE.

CHOICE OF WORDS.

Use the word like¹ or as in place of the dashes :

1. They fought — brave men.

2. Do — I do.

3. Be not — dumb, driven cattle.

1. Remember that *like* is never a conjunctive adverb.

LESSON C.—Adverbial Objects.

Analyze the following sentences :

1. The guns roared all night.

The noun *night* modifies the verb *roared* by showing how long the guns roared. It is the adverbial object (*a.o.*) of *roared*. Nouns may modify verbs, adjectives, and adverbs by denoting time, extent, degree, or a similar idea.

2. He remained here an hour.

3. She brought him the petition three times.

4. The frightened troops ran several miles.

5. It turns both ways.

Nouns are also used as the objects of prepositions. The analysis of sentences containing nouns used in this way will be given when phrases are analyzed.

OUTLINE.

S D | *guns*^s
 The^{adj}
 roared^t
 night^{a.o.}
 all^{adj}

S D | *He*^s
 remained^t
 here^{adv}
 hour^{a.o.}
 an^{adj}

brought +
 | *him*^{i.o.}
 | *petition*^{d.o.}
 | *the*^{adj}
 | *times*^{a.o.}
 three^{adj}

LESSON CI.—Words used Independently.

NOUNS AND PRONOUNS.

EXERCISE I.

Analyze the following sentences :

1. What mean you, Cæsar?

In this sentence the noun *Cæsar* is not connected in construction with any word. It is said to be used independently.

OUTLINE.

S In | *you*^s
 | *mean*^t +
 What^{d.o.}
 Cæsar^{n in}

2. Come, boys.
3. My father, must I stay ?

Nouns used independently are set off from other words by commas.

EXERCISE II.

RESPONSIVES AND INTERJECTIONS.

OUTLINE.

Analyze the following sentences :

1. Alas, his friends are all gone.
2. O stay !
3. Did you not hear it? No.

S D	friends ^s
	his st
	all ^a
	are gone ^t
	Alas ⁱⁿ



LESSON CII.—Descriptions of Travel.

Read the following description :

TRAVELING A CENTURY AGO.

While Washington was serving his first term as President of the United States, two stages and twelve horses sufficed to carry all the travelers and goods passing between New York and Boston, then the two great commercial centers of the country. The conveyances were old and shackling; the harness made mostly of rope; the beasts ill-fed and worn to skeletons. On summer days the stages usually made forty miles, but in winter, when the snow was deep and the darkness came on early in the afternoon, rarely more than twenty-five. In the

hot months the traveler was oppressed by the heat and half-choked by the dust. When cold weather came, he could scarcely keep from freezing. One pair of horses usually dragged the stage some eighteen miles, when fresh ones were put on; and if no accident occurred, the traveler was put down at the inn about ten o'clock at night. Cramped and weary, he ate a frugal supper and betook himself to bed, with a notice from the landlord that he would be called at three the next morning. Then, whether it rained or snowed, he was forced to rise and make ready, by the light of a horn lantern or farthing candle, for another ride of eighteen hours. After a series of mishaps and accidents, such as would suffice for an emigrant train crossing the plains, the stage rolled into New York at the end of the sixth day.

—John Bach MacMaster.

EXERCISE I.

Describe a journey made now between New York and Boston.

EXERCISE II.

Compare the journey just described with the one given above.

EXERCISE III.

Write a composition on the different ways of traveling.

EXERCISE IV.

Describe a journey made this year from New York to San Francisco.

EXERCISE V.

Describe a trip on an electric car through the busy part of a city.

EXERCISE VI.

Write a description of the last journey you took.



LESSON CIII.—Verbals used as Adjectives.

Analyze the following sentences:

1. A path to guide us there could not be found.

ORAL ANALYSIS.

Path is modified by *a*, an adjective, and *to guide*, an incomplete verbal used as an adjective, etc.

2. The boy running away is her brother.

3. We have opportunities to study.

4. Now is the time to improve¹ our minds.

5. The army surrendered there numbered seven thousand² men.

6. The spy captured yesterday³ will be shot.

7. Metals containing silica are called silicates.

8. What is the best way to gain a good reputation?

1. *To improve* is a verbal used as an adjective. It modifies *time*.
 2. *Seven thousand* is an adjective. 3. *A.o. of captured*.

OUTLINE.

S D	<i>path</i> ^s
	<i>A</i> ^{adj}
	<i>to guide</i> ^{vi adj} +
	<i>us</i> ^{do}
	<i>there</i> ^{adv}
	<i>could be found</i> ^t
	<i>not</i> ^{adv}
	<i>boy</i> —
	<i>The</i> ^{adj}
	<i>running</i> ^{vi adj}
	<i>away</i> ^{adv}

LESSON CIV.—Verbals used as Adverbs.

Analyze the following sentences :

OUTLINE.

1. I come to bury Cæsar.
2. The child came running.
3. We have come to study.
4. Jackson marched his army rapidly to join¹ Lee's forces.

SD | *I's*
come^t
to bury^{vladv} +
Cæsar^{do}

came

running^{vladv}

1. *To join* is a verbal used as an adverb. It modifies *marched*.

LESSON CV.—Verbals used as Nouns.

OUTLINE.

Analyze the following sentences: *SD*

1. I desire to study.
2. Trying to do a good deed is doing a good deed.
3. To err¹ is human.
4. It is wrong to steal.²
5. This day³ will I begin to magnify thee.
6. Doing right⁴ is obeying⁵ God's law.

SD | *I's*
desire^t +
to study^{vl do}

Trying^{vl s} +
to do^{vl o} +
deed^{do}
a^{adj}
good^{adj}

is - ^t +
doing^{vl t n} +
deed^o
a^{adj}
good^{adj}

It - -
to steal^{vl a n}

1. *To err* is a verbal used as the subject of the sentence.
2. *To steal* is in apposition with *it*.
3. *Day* is the adverbial object of *will begin*.
4. *Right* is the direct object of *doing*.
5. *Obeying* is a verbal used as a predicate noun.

LESSON CVI.—Coordinate Conjunctions.

Analyze the following sentences:

1. Oilcloth is canvas or hempen cloth.
2. Obey your father and mother.

OUTLINES.

<i>S D</i>	<i>Oilcloth^s</i>	<i>S Im</i>	<i>(you)^s</i>
	<i>is --^s +</i>		<i>Obey^s +</i>
	<i>cloth^{s n}</i>		<i>father^{do}</i>
	<i>canvas^{adj}</i>		<i>+ ' your^{s s}</i>
	<i>or^{c c}</i>		<i>and^{c c}</i>
	<i>hempen^{adj}</i>		<i>mother^{do}</i>
			<i>+ '</i>

The reference sign (+') shows that *your* modifies both *father* and *mother*.

3. New York and Pennsylvania are populous and wealthy States.

OUTLINE.

4. Did you ever read "Hiawatha" or "Evangeline?"

New York^s
and^{c c}
Pennsylvania^s

5. Learn to labor and to wait.

LESSON CVII.—About Fruits.

Read the following article:

The apple is the commonest and yet the most varied and beautiful of fruits. A dish of them is as becoming to the center table in winter as was the vase of flowers in the summer, — a bouquet of spitzenbergs and greenings and northern spies. A rose when it blooms, the apple is a rose

when it ripens. It pleases every sense to which it can be addressed: the touch, the smell, the sight, the taste; and when it falls in the still October days it pleases the ear. It is a call to a banquet, it is a signal that the feast is ready. The bough would fain hold it, but it can now assert its independence; it can now live a life of its own.

Daily the stem relaxes its hold, till finally it lets go completely and down comes the painted sphere with a mellow thump to the earth, toward which it has been nodding so long. It bounds away to seek its bed, to hide under a leaf, or in a tuft of grass. It will now take time to meditate and ripen! What delicious thoughts it has there nestled with its fellows under the fence, turning acid into sugar, sugar into wine! — *John Burroughs.*

Why does the author call the apple the most varied of fruits? What is a bouquet? Did you ever eat any apples of the kinds mentioned? What other kinds have you seen? How many senses have you? How does an apple please the different senses? In what way is an apple like a painted sphere? How do apples differ in color? What does the author mean by speaking of an apple as meditating? What "delicious thoughts" is it supposed to have?

EXERCISE I.

Write what you know about apples.

EXERCISE II.

Write a composition about the fruits of the neighborhood in which you live.

EXERCISE III.

Write about the fruits sold in your nearest markets.

EXERCISE IV.

The use of fruits.

EXERCISE V.

Write a list of all the trees you can name when you see them.

EXERCISE VI.

Write a composition on the following subject: From the Seed to the Fruit.



LESSON CVIII. — Phrases used as Adjectives.

Analyze the following sentences :

1. The robin likes the crotch of an old apple-tree.

Crotch is modified by *the*, an adjective, and *of apple-tree*, a phrase used as an adjective. *Of* is a preposition, and *apple-tree* is its object. *Apple-tree* is modified, etc.

OUTLINE.

S D	robin ^s	
	The ^{adj}	
	likes ^t +	
	crotch ^d	
	the ^{adj}	
	of ^t apple-tree ^o	
	adj	an ^{adj}
		old ^{adj}

2. Cleverness is the brain of the hand.

3. The senses of birds must be very acute.

4. What a world of merriment their melody foretells !

5. A sorrow's crown of sorrow is remembering¹ happier things.

6. Lucerne is one² of the most attractive cities in Switzerland.

7. Words are the signs of natural facts. — Emerson.

1. *Remembering* is a verbal used as a predicate noun. 2. Adj. pro.

LESSON CIX.—Phrases used as Adverbs.

Analyze the following sentences :

OUTLINE.

1. Come unto me.
2. The catbird is inseparable
from home and homely things.

S Im | (ye)^s
Come^t

unto^t me^o
adv

OUTLINE.

S D | catbird^s
The^{adj}
is --^t +
inseparable^{t a}
from^t | home^{do}
adv | and^{c c}
things^{do}
homely^{adj}

3. Down the dell and through
the glade she tripped.

OUTLINE.

4. The facts of bird migration
impart fine color and warmth to
the poetry of the ancients.

tripped^t
down^t dell^o
adv the^{adj}

5. The moon on the breast of
the new-fallen snow

and^{c c}
through^t glade^o
adv the^{adj}

- Gave a luster of midday to
objects below. — C. C. Moore.

6. Lindley Murray was born in the county of Lancaster,
Pennsylvania.¹

7. The splendor falls on castle walls.

1. Supply the preposition *in*.

LESSON CX. — Description of a School.

Read the following description of an "Old-fashioned School."

Imagine yourselves in Master Ezekiel Cheever's school-room. It is a large, dingy room, with a sanded floor, and is lighted by windows that turn on hinges, and have little diamond-shaped panes of glass. The scholars sit on long benches, with desks before them. At one end of the room is a great fireplace, so very spacious that there is room enough for three or four boys to stand in each of the chimney corners.

It is a winter's day when we take our peep into the schoolroom. See what great logs of wood have been rolled into the fireplace, and what a broad, bright blaze goes leaping up the chimney! And every few moments a vast cloud of smoke is puffed into the room, which sails slowly over the heads of the scholars, until it gradually settles upon the walls and ceiling. They are blackened with the smoke of many years already.

Do you see the venerable schoolmaster, severe in aspect, with a black skullcap on his head, like an ancient Puritan, and the snow of his white beard drifting down to his very girdle? What boy would dare to play, or whisper, or even glance aside from his book, while Master Cheever is on the lookout behind his spectacles? For such offenders, if any such there be, a rod of birch is hanging over the fireplace, and a heavy ferule lies on the master's desk.

And now school is begun. What a murmur of multi-

tudinous tongues, like the whispering leaves of a wind-stirred oak, as the scholars con over their various tasks! Amid just such a murmur has Master Cheever spent above sixty years; and long habit has made it as pleasant to him as the hum of a beehive when the insects are busy in the sunshine. — *Nathaniel Hawthorne* (1804–1864).

What makes the schoolroom dingy? Can you make a drawing of the windows? Why have logs of wood been rolled into the fireplace? What causes the smoke to be puffed into the room? Why does the schoolmaster wear a black skullcap? Who were the Puritans? What marks of age does the master have? What is meant by conning a task? What does the word *multitudinous* mean? *Ferule?* *Murmur?* To what in nature is the schoolroom compared in the last paragraph?

NOTE. — Read selections from "A Wonder Book for Girls and Boys" by Hawthorne.

EXERCISE I.

Write a description of the schoolroom in which you are, and tell how it differs from the school described by Hawthorne.

EXERCISE II.

Write a description of an old-fashioned fireplace.

EXERCISE III.

Imagine a group of children in an old dwelling house, sitting around an old-fashioned fireplace on a winter's evening. Write what you imagine they say to one another, and what they do.

EXERCISE IV.

Write what you know of the author of "The Old-fashioned School." Refer to the cyclopedia.

**LESSON CXI.—Complex Sentences.****EXERCISE I.**

Write a list of the words in Lessons LXXIV., LXXV., LXXVI., LXXVII., and LXXVIII., that are used to introduce clauses.

Subordinate conjunctions, conjunctive adverbs, conjunctive adjectives, and conjunctive pronouns are called subordinate conjunctions.

EXERCISE II.

Read the following sentences :

1. Gentle persons are greatly admired.
2. Persons who are gentle are greatly admired.
3. Uneasy lies the head that wears a crown.
4. Come where the lilies bloom.
5. The fittest place where man can die
Is where he dies for man.

Which of the foregoing sentences does not contain a clause? Which one contains two clauses?

The sentence "Persons who are gentle are greatly admired" contains a clause. It is called a complex sentence. Why?

The third, fourth, and fifth sentences are complex sentences. Why?

ANALYSIS OF COMPLEX SENTENCES.

LESSON CXII.—Clauses used as Adjectives.

Analyze the following sentences :

1. Uneasy lies the head that wears a crown. — *Shak.*

ORAL ANALYSIS.

This is a complex declarative sentence. *Head* is the subject. It is modified by *the*, an adjective, and *that wears a crown*, a clause used as an adjective. *That* is the subject of the clause. It is used also as a subordinate conjunctive. *Wears* is the incomplete predicate. Its complement is *crown*, a direct object, by which it is modified. *Crown* is modified by *a*, an adjective. *Lies* is the incomplete predicate of the sentence. Its complement is *uneasy*, a predicate adjective, which modifies *head*.

OUTLINE.

	<i>head</i> ^s
	<i>the</i> ^{adj}
	<i>that</i> ^{s s c}
<i>Cx D</i>	<i>wears</i> ^t +
	<i>crown</i> ^{d o}
	<i>a</i> ^{adj}
	<i>lies</i> ^t +
	<i>Uneasy</i> ^{t a}
	<i>on land</i>
	<i>part</i> ^s
	<i>of</i> ^t <i>city</i> ^o
	<i>adj</i> <i>the</i> ^{adj}
<i>adj</i>	<i>of</i> ^t <i>Quebec</i> ^o
	<i>adj</i>
	<i>is standing</i> ^t
	<i>now</i> ^{adv}
	<i>upon</i> ^t <i>which</i> ^{o s c}
	<i>adv</i>

2. They laugh that win. — *Shak.*

3. The first welcome that our forefathers received upon landing on these shores was from the red man.

4. In 1608 Champlain built a fort on land upon which part of the city of Quebec is now standing.

LESSON CXIII.—Clauses used as Adverbs.

Analyze the following sentences:

OUTLINE.

1. The rain comes when the wind calls. — *Emerson*.

Cx D	rain ^s
	The ^{adj}
	comes ^t
adv	wind ^s
	the ^{adj}
	calls ^t
	when ^{adv s c}

2. Love is better than fame. — *Bayard Taylor*.

adv	better
	than ^{s c}
	fame ^s
	(is) -- ^t +
	(good) ^{t a}

3. License they mean when they cry Liberty. — *Milton*.

Cx D	Thetis ^s
	rose ^t
	out of ^t sea -- ^o
	+ ' the ^{adj}
	and ^{c c}
	went ^t

4. The squadron that Decatur took when he went to attack the Algerian navy consisted of three frigates, four brigs, and three other vessels.

+ ' adv	to ^t Olympus ^o
	high ^{adj}
	day -- ^s
	the ^{adj}
	twelfth ^{adj}
	was come ^t
	When ^{adv s c}

5. When the twelfth day was come, Thetis rose out of the sea and went to high Olympus. — *The Iliad*.

The reference sign (+') shows that the clause modifies both *rose* and *went*.

LESSON CXIV.—Clauses used as Nouns.

OUTLINE.

Analyze the following sentences:

1. Do you know that he will creep where he cannot walk?

2. Who can tell what a baby thinks? — *Holland.*

3. It is alleged that the American cuckoo will eat the eggs of other birds.

4. All may do what has by man been done. — *Young.*

5. What mortal knows Whence came the tint and color of the rose?

— *Aldrich.*

Cx In		you ^s	
		Do know ^t +	
do		that ^{s c}	
		he ^s	
adv		will creep ^t	
		he ^s	
		can walk ^t	
		not ^{adv}	
		where ^{adv s c}	
		It — ^s	
		that ^{s c}	
an		cuckoo ^s	
		the ^{adj}	
		American ^{adj}	
		will eat ^t +	

LESSON CXV.—Description of Place.

Read the following description of a city in Switzerland:

LUCERNE.

Lucerne is one of the most attractive cities in Switzerland. It is beautifully situated among the mountains, on a lake of the same name, at the point where the Reuss river flows into the lake. In the river near the lake is an old

tower which is said to have been a lighthouse, and from this tower the city takes its name.

The city has a population of about 20,000. It contains several fine libraries, a museum, an ancient government building called the Rathhaus, various religious and charitable institutions, and other public buildings. Probably the most interesting object connected with the town is a huge lion, hewn out of the solid rock, near one of the gates of the city. The model for the lion was made by Thorwaldsen, and it is designed as a monument to the Swiss guard who perished in 1792 in the defense of the Tuileries. This interesting Swiss town is annually visited by large numbers of tourists.

EXERCISE I.

Describe the street or the place in which you live.

EXERCISE II.

Write a description of the State in which you live.

EXERCISE III.

Describe the place in which you would like to spend your vacation.

EXERCISE IV.

Write a description of the most interesting place you have visited.

EXERCISE V.

Write a description of your home.

EXERCISE VI.

Describe Niagara Falls.

LESSON CXVI.—Compound Sentences.

Read the following sentences :

1. Art is long and Time is fleeting.
2. I go, but I return.
3. General Hooker withdrew his army to the north bank of the Rappahannock, or it would have been utterly defeated by Lee's troops.

What two sentences are joined by the coordinate conjunction *and*? By *but*? By *or*?

The sentence "Art is long and Time is fleeting" is made up of two sentences, "Art is long," and "Time is fleeting." It is called a compound sentence, and the sentences that compose it are called the members of the compound sentence.

Each of the foregoing sentences is a compound sentence. Why?



LESSON CXVII.—Analysis of Compound Sentences.

Analyze the following sentences :

- I. God made the country and man made the town. — *Cowper.*

ORAL ANALYSIS.

This is a compound sentence, consisting of two members, joined by *and*, a coordinate conjunction. The first member is a simple, declarative sentence, etc.

OUTLINE.

1 S D	<i>God^s</i> <i>made^t +</i> <i>country^{d o}</i> <i>the^{adj}</i>
Cd	<i>and^{c c}</i>
2 S D	<i>man^s</i> <i>made^t +</i> <i>town^{d o}</i> <i>the^{adj}</i>

2. Charms strike the eye, but merit wins the soul.
— *Pope*.

3. A soft answer turneth away wrath, but grievous words stir up anger. — *Prov. 15: 1*

4. Sin has many tools, but a lie is a handle which fits them all. — *Holmes*.

5. The long light shakes across the lakes,
And the wild cataract leaps in glory. — *Tennyson*.

6. Ye shall know the truth, and the truth shall make you free.¹ — *St. John 8: 32*.

1. Supply *to be*. *You (to be) free* is an abridged clause used as the direct object of *make*. *You, s., (to be) p., free, p.a.* See the first outline in the next lesson.

The members of a compound sentence are sometimes separated by a comma.

EXERCISE.

UNNECESSARY WORDS.

Why should the words in italics in the following sentences be omitted?

1. Lead sinks *down* in water.
2. Have you *got* any brothers?
3. My brother met me, and we *both* returned *back* to the city together.
4. I can ride a bicycle *equally* as well as he can.
5. They will go before the *latter* end of the week.
6. I *don't* want none of your money.¹

1. Avoid the use of double negatives.

LESSON CXVIII.—Abridged Clauses.

Compare the following complex sentences with reference to their clauses :

UNABRIDGED CLAUSES.

1. I believe *that the earth is round*.

2. *As spring has come*, all nature is clothed in beauty.

3. The troops surrendered *because the ammunition was exhausted*.

4. *That they perished among the icebergs* is known.

5. *When my story was done*, she gave me for my pains a world of sighs.

ABRIDGED CLAUSES.

1. I believe *the earth to be round*.

2. *Spring having come*, all nature is clothed in beauty.

3. *The ammunition being exhausted*, the troops surrendered.

4. They are known *to have perished among the icebergs*.

5. *My story being done*, she gave me for my pains a world of sighs. — *Shak.*

In the sentences in the left-hand column, each clause has three elements: the subordinate conjunctive, the subject, and the predicate. In the sentences in the right-hand column, the clauses have two elements: the subject and the predicate. These clauses are called abridged clauses. The verbs in abridged clauses are in the infinitive or the participial mood.

The foregoing abridged clauses are analyzed as follows:

Cx D		<i>I^s</i>
		<i>believe^t +</i>
		<i>earth^s</i>
		<i>the^{adj}</i>
do		<i>to be^t +</i>
		<i>round^{t a}</i>

Cx D		<i>nature^s</i>
		<i>all^{adj}</i>
		<i>is clothed^t</i>
		<i>in^t beauty^o</i>
adv		<i>adv</i>
		<i>Spring^s</i>
adv		<i>having come^t</i>

Cx D		<i>troops</i> ^s	Cx D		<i>They</i> ^s
		<i>the</i> ^{adj}			<i>to have perished</i> ^t
		<i>surrendered</i> ^t			<i>among</i> ^t <i>icebergs</i> ^o
adv		<i>ammunition</i> ^s			<i>are known</i> ^t
		<i>The</i> ^{adj}			<i>adv</i>
		<i>being exhausted</i> ^t			

Cx D		<i>she</i> ^s		<i>gave</i> ^t +
				<i>me</i> ^{io}
				<i>world</i> ^{do}
				<i>a</i> ^{adj}
				<i>of</i> ^t <i>sighs</i> ^o
				<i>adj</i>
				<i>for</i> ^t <i>pains</i> ^o
				<i>adv</i> <i>my</i> ^{tt}
adv				<i>story</i> ^s
				<i>My</i> ^{tt}
				<i>being done</i> ^t



LESSON CXIX. — Miscellaneous Examples.

Analyze the following sentences :

1. How sad the grand old castle looks ! — *Longfellow*.
2. The plowman homeward plods his weary way,
And leaves the world to darkness and to me. — *Gray*.
3. Fine natures are like fine poems.¹ — *Bulwer*.
4. He giveth his beloved sleep. — *Ps.* 127 : 2.
5. Be thou faithful unto death, and I will give thee a crown of life. — *Rev.* 2 : 10.

6. When liberty is gone
Life grows insipid and has lost its relish. — *Addison*.
7. Whoso loveth instruction,² loveth knowledge; but he
that hateth reproof is brutish. — *Prov. 12:1*.
8. Whene'er a noble deed is wrought,
Whene'er is spoken a noble thought,
Our hearts, in glad surprise,
To higher levels rise. — *Longfellow*.
9. Ask, and it shall be given you; seek, and ye shall
find; knock, and it shall be opened unto you.
10. Fear nothing but ³ a wrong act.
11. Knowledge is in every country the surest basis of
public happiness. — *Washington*.
12. The truth itself ⁴ is not believed
From one who often has deceived. — *Anon*.
13. Andrew Jackson was a very different person from
those who had hitherto filled the office of President.
14. Freight can be carried more cheaply by canals than ⁵
by ordinary roads.
15. The stranger who would form a correct opinion
of the English character must not confine his observa-
tions to the metropolis. — *Irving*.
16. The United States is one great political family, and
each State is a member of that family.
17. Every gentle word you say ⁶
One dark spirit drives away.
18. Deeds are greater than words.⁷
19. Love thy neighbor as ⁸ thyself.
20. He that is slow to anger is better than the mighty.
21. How poor are they that have not patience!

— *Shakspeare*.

22. Love can sun the realms of Night. — *Schiller*.
23. The singing birds whose notes are familiar to us in towns and villages and in the suburbs of cities are strangers to the deep woods and solitary pastures. — *Flagg*.
24. One of the greatest events in the history of the world was the discovery of America.
25. When the shore is won at last⁹
Who will count the billows past? — *Locke*.
26. Smooth runs the water where the brook is deep.
— *Shakspeare*.
27. Kind hearts are more than coronets,¹⁰
And simple faith¹⁰ than Norman blood.¹⁰ — *Tennyson*.
28. Straws show which¹¹ way the wind blows.
29. Take not away the life you cannot give,
For all things have an equal right to live.¹² — *Dryden*.
30. Columbus never landed on the North American continent, though he visited the mainland of South America on his third voyage.
31. The stream from Wisdom's well,
Which God supplies, is inexhaustible. — *Bayard Taylor*.

1. *Like* is a predicate adjective. The noun *poems* is the indirect object of *like*. It therefore modifies *like*. 2. The clause *whoso loveth instruction* is the subject of *loveth*. *Whoso* is a conjunctive pronoun, introducing the clause. It is the subject of the verb in the clause. 3. *But* is a preposition. 4. *Itself* is in apposition with *truth*, which it modifies (*a.p.*). 5. Supply *it can be carried*. The clause *than (it can be carried) by ordinary roads* modifies *more cheaply*. 6. Supply *that* or *which*. 7. The clause *than words (are great)* modifies *greater*. 8. Supply *thou lovest*. *As* is a conjunctive adverb (*adv., s.c.*). 9. *At last* may be called a phrase adverb, modifying *is won*. 10. What must be supplied? 11. A conjunctive adjective. 12. *To live* is an infinitive verbal used as an adjective. It modifies *right*.

MISCELLANEOUS OUTLINES.

(These outlines are inserted mainly for reference. For an explanation of the constructions not fully explained in this work, see the author's Advanced Grammar.)

1. They fought like brave men. 2. Come an hour earlier.

S D | *They*^s
 | *fought*^t
 | *like*^{adv}
 | *men* - ^{i o}
 | *brave*^{adj}

S D | *(you)*^s
 | *Come*^t
 | *earlier*^{adv}
 | *hour*^{a o}
 | *an*^{adj}

3. The tunnel is several miles long. 4. They crowned Victoria queen.

S D | *tunnel*^s
 | *The*^{adj}
 | *is* - - ^t +
 | *long*^{t a}
 | *miles*^{a o}
 | *several*^{adj}

S D | *They*^s
 | *crowned*^t + +
 | *Victoria*^{d o}
 | *queen*^{o t n}

5. To be a soldier requires courage. 6. It requires courage to be a soldier.

S D | *To be*^{vi s} +
 | *soldier*^{n ab}
 | *a*^{adj}
 | *requires*^t +
 | *courage*^{d o}

S D | *It* - - ^s
 | *to be*^{vi a n} +
 | *soldier*^{n ab}
 | *a*^{adj}
 | *requires*^t +
 | *courage*^{d o}

7. Some persons tried to crown Washington king.

tried +
to crown^{vt do} + +
Washington^{do}
king^{o p n}

8. His being a foreigner protected him.

Cx D | *His*^s
being^p +
foreigner^{p n}
protected^p +
him^{do}

9. Can you plane this board smooth?

S In | *you*^s
Can plane^p + +
board^{do}
this^{adj}
smooth^{o p a}

10. There was no one there.

S D | *There*^{a p}
one - ^s
no^{adj}
was - ^p
there^{adv}

11. Who said, "Whatever is, is right"?

Cx In | *Who*^s
said^p +
do | *Whatever*^{s s c}
is^p
is - - ^p +
right^{p a}

PART III.

ELEMENTARY TRUTHS AND PRINCIPLES OF GRAMMAR.¹

LESSON CXX. — Sentences.

EXERCISE I.

Review Lessons LXXXVIII., CXI., and CXVI.

EXERCISE II.

A sentence is a combination of words used to make a statement, to ask a question, or to give a command.

A simple sentence contains but one subject and predicate; as, "*Time flies.*" "*Is vice attractive?*"

A complex sentence contains a clause; as, "*Whilst thou'rt calling, O call me.*"

A compound sentence is composed of two or more sentences, called members; as, "*Man proposes, but God disposes.*"

¹ NOTE. — The lessons indicated at the head of each section are to be reviewed by the pupils while they are studying Part III. But Part III. should not be studied till a good knowledge of Parts I. and II. has been obtained, as this Part is designed to be a review and a summing up of the course in grammar presented in this work.

The statements here given are taken in the main from the author's *Advanced Grammar and Composition*.

A **declarative sentence** is used to make a statement; as, "*Australia is a British dependency.*" "*How amiable are thy tabernacles, O Lord of Hosts!*"

Sentences like the last one are called by many grammarians *exclamatory sentences*.

An **interrogative sentence** is used to ask a question; as, "*Who is the emperor of Austria?*"

An **imperative sentence** is used to give a command; as, "*Spare your country's flag.*"

The **elements** of a sentence are the words (parts of speech), phrases, and clauses of which it is composed.

All the words of the language can be divided, according to their use in sentences, into ten classes called *parts of speech*.

The ten parts of speech are nouns, pronouns, verbs, adjectives, adverbs, verbals, prepositions, conjunctions, responsives, and interjections.

A **phrase** is a combination of words that does not contain a subject and a predicate, and is used as a noun, an adjective, or an adverb; as, "*Toward the earth's center is called down.*" "A man *of sense* does not listen *to idle gossip.*"

A **clause** is a combination of words containing a subject and a predicate, and used as a noun, an adjective, or an adverb; as, "*That you have wronged me* doth appear in this." "Which is the wind *that brings the cold?*" "Go *where glory waits thee.*"

The sentences used to form a compound sentence are called **members** of the compound sentence; as, "*Then he sprang forward, and the men of Troy followed him with a shout.*"

LESSON CXXI. — Study of Poem.

Read the following poem:

ALADDIN.

When I was a beggarly boy,
 And lived in a cellar damp,
 I had not a friend nor a toy,
 But I had Aladdin's lamp;
 When I could not sleep for cold,
 I had fire enough in my brain,
 And builded, with roofs of gold,
 My beautiful castles in Spain!

Since then I have toiled day and night,
 I have money and power good store,
 But I'd give all my lamps of silver bright
 For one that is mine no more;
 Take, Fortune, whatever you choose,
 You gave, and may snatch again;
 I have nothing 'twould pain me to lose,
 For I own no more castles in Spain!

—James Russell Lowell (1819-1891).

What change took place in the condition of the person referred to in this poem? What was the cause of the change? Is he as well contented as he was when a boy? What is meant by "Aladdin's lamp"? By building "castles in Spain"? What does the man wish that he had again? Why does he no longer build "castles in Spain"? Have you ever built "castles in Spain"?

EXERCISE I.

Write a composition, telling what you (or some imaginary boy or girl) would like to be in a quarter of a century.

EXERCISE II.

Imagine an elderly gentleman telling some children stories of his boyhood. Write what he said to them about his work and the games that he played. Ask your father to help you with this composition.

EXERCISE III.

Imagine two or three persons talking about a book with which you are familiar. Write what each one said.

NOTE. — Read to the school the following poems by Lowell: "Longing," "To a Dandelion," "The First Snow Fall," "The Miner," "Al Fresco," "Midnight," "To H. W. L.," "The Present Crisis."



LESSON CXXII.—Nouns.

I.

Review Lessons V., XV., XVII., XVIII.

II.

A **noun** is a word used as a name.

A **proper noun** is a name given to an object to distinguish it from other objects of the same class; as, "The city of *New York*." "Part of *Florida* is a peninsula."

A **common noun** is a name that is common to all objects of the same kind or class; as, "*Part of Florida* is a *peninsula*."

An **abstract noun** is the name of a quality or an action; as, "*Wealth* brings *responsibility*." "*Walking* is good exercise."

A **collective noun** is the name of a collection considered as one object ; as, "Twice the *army* retreated."

EXERCISE.

Classify the nouns in Lesson CII.



LESSON CXXIII.—Pronouns.

I.

Review Lessons VII., XXVIII., XXXI., XXXII., LXXVII., LXXVIII.

II.

A **pronoun** is a word used instead of a noun.

The **antecedent** of a pronoun is the word for which it is used ; as, "Winds gradually acquire the temperature of the *surface* over *which* they blow."

A **personal pronoun** shows by its form whether the speaker is meant, the person spoken to, or the person or thing spoken of ; as, "*I* told *you* that *he* or *she* did *it*."

For a list of personal pronouns, see Lesson XXVIII.

Myself, ourselves, yourself, yourselves, thyself, himself, herself, itself, and themselves are called **compound personal pronouns**.

An **interrogative pronoun** is a pronoun used to ask a question ; as, "*Whose* is this image?"

A **conjunctive pronoun** is a pronoun used to introduce a clause, and join it to the word that the clause modifies ; as, "Do you know *who* succeeded Cromwell?" "The soldiers *whom* he met returned to the front."

Whoever, whosoever, whoso, whichever, whichsoever, whatever, and whatsoever are called **compound conjunctive pronouns**.

A **relative pronoun** is a conjunctive pronoun that is closely related to an antecedent; as, "The soldiers *whom* he met returned to the front."

An **adjective pronoun** is a word that is used as a pronoun and may be used as an adjective; as, "*This* is my book." (This book is mine.)

EXERCISE.

Classify the pronouns in Lesson XCIII.



LESSON CXXIV.—Properties of Nouns and Pronouns.

A **property** of a part of speech is a variation in its use and form.

Inflection is a variation in the form of a part of speech, to indicate a variation in its use.

Parts of speech may be *inflected*—

1. By adding one or more letters.

Examples. — *Book, books; old, older, oldest; die, dying, died.*

2. By changing the vowel sound.

Examples. — *Man, men; read, read; begin, began, begun.*

3. By using an additional word.

Examples. — *Go, shall go; rapidly, more rapidly, most rapidly.*

The *grammatical properties* of nouns and pronouns are gender, person, number, and case.

LESSON CXXV.—Gender.

I.

Review Lesson XXIV.

II.

Gender distinguishes objects in regard to sex.

A noun or a pronoun used to represent a male is in the **masculine gender**; as, *brother, count, tiger, hero, son-in-law, he*.

A noun or a pronoun used to represent a female is in the **feminine gender**; as, *sister, countess, tigress, heroine, daughter-in-law, she*.

A noun or a pronoun that may be used without changing its form to represent either a male or a female is in the **common gender**; as, *child, parent, friend, who*.

A noun or a pronoun used to represent neither a male nor a female is in the **neuter gender**; as, *tree, stone, city, it*.

A collective noun is in the neuter gender when the collection that it names is regarded as a single thing; as, "The *army* lost *its* commander." When it refers to the individuals composing the collection, its gender is determined by the sex of the individuals; as, "The family are in want" (common gender).

The two sexes are distinguished in three ways:

1. By using different words; as, *boy, girl; king, queen*.
2. By using different endings; as, *actor, actress; hero, heroine*.
3. By using a distinguishing word; as, *son-in-law, daughter-in-law; Mr. Lyon, Mrs. Lyon*.

LESSON CXXVI.—Person.

I.

Review Lesson XXX.

II.

Person shows whether the speaker is meant, the person spoken to, or the person or thing spoken of.

A pronoun used to represent the speaker is in the **first person**; as, *I, we*. "*I, who* saw you," etc.

A noun or a pronoun used to represent the person spoken to is in the **second person**; as, "*Come, Aurelia.*" "*Will you* go?"

A noun or a pronoun used to represent the person or thing spoken of is in the **third person**; as, *he, she, it*. "*The men who* saw you are *spies.*"



LESSON CXXVII.—Number.

I.

Review Lesson XXIII.

II.

Number shows whether one object is meant, or more than one.

A noun or a pronoun used to represent but one object is in the **singular number**; as, *man, knife, I*.

A noun or a pronoun used to represent more objects than one is in the **plural number**; as, *men, knives, we*.

RULES FOR EXPRESSING PLURAL NUMBER OF NOUNS.

GENERAL RULES.

1. Add *s* to singular nouns to form the plural, when the sound of *s* will unite with the last sound of the noun; as, *hill, hills*; *key, keys*. (See Lesson XXIII., Ex. 1, 3, 8.)

2. Add *es* to singular nouns to form the plural, when the sound of *s* will not unite with the last sound of the noun; as, *fox, foxes*; *ridge, ridges*. (See Lesson XXIII., Ex. 2, 9.)

SPECIAL RULES.

(Exceptions to the first General Rule.)

1. Add *es* to singular nouns ending with *y* preceded by a consonant; as, *sky, skies*; *army, armies*. (See Lesson XXIII., Ex. 4.)

2. Add *es* to most nouns ending with *i*, *o*, or *u* preceded by a consonant; as, *cargo, cargoes*. (See Lesson XXIII., Ex. 5.)

Exceptions.—A few nouns ending with *o* preceded by a consonant follow the general rule and add *s*; as, *piano, pianos*. (See Lesson XXIII., Ex. 6.)

3. Add *es* to most nouns ending with *f* or *fe*; as, *shelf, shelves*; *life, lives*. (See Lesson XXIII., Ex. 7.)

Exceptions.—A few nouns ending with *f* or *fe* follow the general rule and add *s*; as, *dwarf, dwarfs*; *fife, fifes*. (See Lesson XXIII., Ex. 8.)

For the forms for the singular and plural number of most of the pronouns that have a different form for each number, see the table of Declension of Pronouns on pp. 172, 173.

LESSON CXXVIII. — Case.

I.

Review Lessons XXV., XXVI., XXVIII., XXIX.

II.

Case shows the relation of a noun or a pronoun to other words.

CHIEF USES OF NOUNS AND PRONOUNS.

A noun or a pronoun can be used —

1. As the subject of a finite verb; as, "*Music* charms." "*Who* came?"

2. To modify another noun or pronoun by denoting possession; as, "*My brother-in-law's* estate."

3. As the direct object of a transitive verb; as, "Squirrels eat *nuts*." "*Whom* did he see?"

4. As the object of a preposition; as, "Lightning comes from the *clouds*." "Come unto *me*."

5. To modify another noun or pronoun by representing the same person or thing; as, "Charles Dickens, the *novelist*, was an *Englishman*." "*I myself* am *he*."

When the two nouns are joined by a verb (as *Charles Dickens* and *Englishman*), the latter noun is said to be in predication with the former, and is called a predicate noun. When they are not thus joined (as *Charles Dickens* and *novelist*), the latter noun is in apposition, and is called an appositive noun. In the sentence "I myself am he," *he* is in predication with *I*, and is called a predicate pronoun. *Myself* is in apposition with *I*, and is called an appositive pronoun.

RULES OF CONSTRUCTION.

Rule. — A noun or a pronoun used as the subject of a finite verb is in the nominative case ; as, “Many *men that* achieved greatness were reared in the country.”

Rule. — A noun or a pronoun used to modify another by denoting possession is in the possessive case ; as, “*General Grant’s* forces.” “*Their* armies.”

Rule. — A noun or a pronoun used as the direct object of a transitive verb is in the objective case ; as, “They achieved *greatness*.” “The river separated *them*.”

Rule. — A noun or a pronoun used as the object of a preposition is in the objective case ; as, “Did you go to the *Exposition* ?” “It was held in *Chicago*.”

Rule. — A noun or a pronoun used to modify another by representing the same person or thing generally agrees with it in case ; as, “Was *Arnold* a *traitor* ?” “*It is I*.” “The *poet Milton* became blind.” “*W. E. Gladstone*, the great English *statesman*, died on the 19th of May, 1898.”

RULES FOR FORMING THE POSSESSIVE CASE OF NOUNS.

1. Add an apostrophe (') and the letter *s* to the nominative form of singular nouns to express the possessive case ; as, “*Burns’s* poems.” “The *boy’s* books.” “The *lioness’s* cage.”

2. Add an apostrophe only to plural nouns ending with *s*, and an apostrophe and the letter *s* to plural nouns not ending with *s* ; as, “The *boys’* books.” “The *lionesses’* cage.” “*Men’s* coats.”

DECLENSION OF NOUNS.

<i>Singular.</i>			<i>Plural.</i>		
NOM.	POSS.	OBJ.	NOM.	POSS.	OBJ.
boy	boy's	boy	boys	boys'	boys
lady	lady's	lady	ladies	ladies'	ladies
man	man's	man	men	men's	men
brother	brother's	brother	{ brothers brethren	brothers'	brothers
				brethren's	brethren
deer	deer's	deer	deer	deer's	deer
Jones	Jones's	Jones	Joneses	Joneses'	Joneses
son-in-law	son-in-law's	son-in-law	sons-in-law	sons-in-law's	sons-in-law

CASE FORMS OF PRONOUNS.

The case forms of pronouns can be seen in the following table.

DECLENSION OF PRONOUNS.

PERSONAL PRONOUNS.

	SINGULAR NUMBER.			PLURAL NUMBER.		
	<i>Nom.</i>	<i>Poss.</i>	<i>Obj.</i>	<i>Nom.</i>	<i>Poss.</i>	<i>Obj.</i>
<i>First Person</i>	I	my <i>or</i> mine	me	we	our <i>or</i> ours	us
<i>Second Person, Solemn Style</i>	Thou	thy <i>or</i> thine	thee	ye	your <i>or</i> yours	you
<i>Second Person, Common Style</i>	You	your <i>or</i> yours	you	you	your <i>or</i> yours	you
<i>Third Person, Masc. Gender</i>	He	his	him	they	their <i>or</i> theirs	them
<i>Third Person, Fem. Gender</i>	She	her <i>or</i> hers	her	they	their <i>or</i> theirs	them
<i>Third Person, Neut. Gender</i>	It	its	it	they	their <i>or</i> theirs	them

Compound personal pronouns have the same for the nominative and the objective case. They are not used in the possessive case.

Compound personal pronouns end in the singular number, with *self*, and in the plural number, with *selves*; as *myself*, *ourselves*; *himself*, *themselves*.

OTHER PRONOUNS.

	SINGULAR NUMBER.			PLURAL NUMBER.		
	<i>Nom.</i>	<i>Poss.</i>	<i>Obj.</i>	<i>Nom.</i>	<i>Poss.</i>	<i>Obj.</i>
Who		whose	whom	who	whose	whom
One		one's	one	ones	ones'	ones
Other		other's	other	others	others'	others
Another		another's	another	—	—	—
None		—	none	none	—	none
This		—	this	these	—	these
That		—	that	those	—	those

To decline *whoever* and *whosoever*, add *ever* and *soever* to *who*.

RULE OF AGREEMENT OF PRONOUNS WITH THEIR ANTECEDENTS.

Rule.—A pronoun agrees with its antecedent in gender, person, and number.

This rule is needed to determine the grammatical properties of relative pronouns.



LESSON CXXIX.—Parsing Exercises.

Parsing is the process of stating the classes, properties, and construction of a part of speech.

TO THE TEACHER.—Do not have too many parsing exercises. Parsing is valuable as a logical process as well as a test of the pupil's knowledge and a review of his work, but it is often carried to excess and made wholly mechanical.

EXERCISE I.

Parse the nouns and pronouns in the following sentences :

WRITTEN PARSING.

<u>My</u>		<u>brother-in-law's</u>	valuable	<u>property</u>	was partly de-
p p		c n		c n	
c		m		n	
i		3		3	
s		s		s	
b-in-law	property		was destroyed		
p	p		n		
stroyed by the <u>storm</u> <u>which</u> raged so violently last <u>evening</u> .					
	c n	r p		c n	
	n	storm		n	
	3	n		3	
	s	3		s	
	by	s		raged	
	o	raged		o	
		n			
		in cl			
		storm			

FORMS OF ORAL PARSING.

The following simple oral forms are suggested by the foregoing written forms :

My is a personal pronoun, in the common gender, first person, and singular number. It is used to modify *brother-in-law's* by denoting possession; hence it is in the possessive case.

Property is a common noun, in the neuter gender, third person, and singular number. It is used as the subject of *was destroyed*, hence it is in the nominative case.

Which is a relative pronoun. Its antecedent is *storm*, hence it is in the neuter gender, third person, and singular number. It is used as the subject of *raged*, hence it is in

the nominative case. It introduces the clause *which raged so violently last evening*, and joins it to *storm*.

1. Every action in company ought to be with some sign of respect to those present.

2. In presence of others, sing not to yourself with a humming noise, nor drum with your fingers or feet.

3. Be not curious to know the affairs of others, neither approach to those that speak in private.

4. Undertake not what you cannot perform, but be careful to keep your promise.

5. Associate yourself with men of good quality, if you esteem your own reputation; for it is better to be alone, than in bad company.

6. When a man does all he can, though it succeeds not well, blame not him that did it.

7. Make no show of taking great delight with your victuals; feed not with greediness; lean not on the table; neither find fault with what you eat.

These seven sentences are selected from "Rules of Behavior," by George Washington. Commit them to memory.

EXERCISE II.

Parse the pronouns in the following sentences:

1. He himself¹ hath said it.

2. Who tell what² another thinks?

3. The congregation will remain in their seats.

4. What are moccasins?

5. To whom shall I go, if not to him?

1. In apposition with *he*. 2. A conjunctive pronoun, the direct object of *thinks*.

LESSON CXXX.—Other Uses of Nouns and Pronouns.

In addition to the ways stated in Lesson CXXVIII., a noun or a pronoun can be used —

6. As the indirect object of a verb, an adjective, or an adverb; as, “*Give us* a song.” “A man *near him* was hurt.” “They fought *like* brave *men*.”

7. As the adverbial object of a verb, an adjective, or an adverb; as “The army *marched* several *miles*.” “The monument is *555 feet high*.” “He received his freedom *an hour later*.”

8. Absolutely; as, “It is a difficult task to become an *orator*.”

9. Independently; as, “My *father*, must I stay?”

RULES OF CONSTRUCTION.

Rule. — A noun or a pronoun used as the indirect object of a verb, an adjective, or an adverb, is in the objective case.

Rule. — A noun or a pronoun used as the adverbial object of a verb, an adjective, or an adverb, is in the objective case.

Rule. — A noun or a pronoun used absolutely is in the nominative case.

Rule. — A noun or a pronoun used independently is in the nominative case.

See Appendix, p. 215, for a complete list of “Rules of Construction.” The rules given in the body of this book refer only to nouns, pronouns, and verbs. These parts of speech undergo a change in form to indicate their relation to other words.

LESSON CXXXI.—About Trees.

Read the following article by Mrs. W. S. Dana :

THE GREAT TREES.

Most people seem surprised to learn that all kinds of trees have flowers. In March or April they go to the woods in search of the trailing arbutus, the violet, the anemone; and when they have picked a quantity of these, they come home and say, "These are the only flowers we saw to-day."

But if they had looked overhead, up into the trees, they would have seen many more; for each tree has its own flower, and most of the trees blossom very early in the year, before they put out their leaves.

One of the early trees to flower is the swamp maple. In March or April its bright red blossoms tinge the wet woods with warm color. Sometimes the snow lies thick on the ground at this season, and the little red flower clusters fall, and look wonderfully pretty against the smooth white sheet that is drawn beneath the trees.

At the same season, in our city parks and streets, sharp eyes will discover the yellowish blossom of the silver maple. Both of these trees flower before they leaf.

In some of our city streets grows the poplar. Its flowers are crowded into long green tassels. Many of these fall to the pavement below, and lie there, looking like great caterpillars. These tassels are those that bear the flowers with stamens. Now, if we were in the woods, we should be pretty sure to find near by another poplar, whose tassels

do not fall so quickly. This is because these are made up of flowers with pistils. They cling to the tree not only till they have been powdered with pollen from the neighboring poplar, but till their tiny seeds have had time to ripen, and are ready to start out on their life journey.

EXERCISE I.

Close your books and write this article from memory.

EXERCISE II.

Write what you know of the trees in your neighborhood.

EXERCISE III.

The flowers in the neighborhood.

EXERCISE IV.

Arbor Day.

EXERCISE V.

Write an account of a trip to the woods to look for the first spring flowers.

EXERCISE VI.

Have you ever seen any "historical trees"? If so, write an account of your visit to them, and describe the trees.

EXERCISE VII.

Describe a mountain that you have seen.

EXERCISE VIII.

Write a description of a stream or body of water near your home.

LESSON CXXXII. — Verbs.

I.

Review Lessons VIII., XLIII., XXXIV.

II.

A **verb** is a word used with a noun or a pronoun to make a statement, to ask a question, or to give a command.

The principal parts of a verb are —

1. The present indicative ; as, *am, walk, go.*
2. The past indicative ; as, *was, walked, went.*
3. The present participle ; as, *being, walking, going.*
4. The perfect participle ; as, *been, walked, gone.*
5. The present infinitive ; as, *to be, to walk, to go.*

A **regular verb** forms its past indicative and perfect participle by the addition of *ed* to the present indicative ; as, *walk, walked* ; *study, studied.*

An **irregular verb** does not form its past indicative and perfect participle by the addition of *ed* to the present indicative ; as, *am, was, been* ; *see, saw, seen.*

A **finite verb** is limited to a certain form by the person and number of its subject ; as, “I *believe* that he *is* my friend.”

A **non-finite verb** is not limited to a certain form by the person and number of its subject ; as, “I believe him *to be* my friend.”

A **transitive verb** has a direct object ; as, “Proctor *saw* the *eclipse.*” “Give us a *song.*” “We *study* *grammar.*”

An **intransitive verb** does not have a direct object; as, "Monarchs *reign*." "We *study*." "He *rode* four miles."

PROPERTIES OF VERBS.

The *grammatical properties* of verbs are voice, mood, tense, person, and number.

May, can, must, might, could, would, should, ought, be (with its variations¹), *do, did, have, had, shall*, and *will* help other verbs to express their grammatical properties, hence they are called auxiliary verbs.

1. The variations of *be* are *am, art, are, is, wast, was, were, wert, being, and been*.



LESSON CXXXIII.—Voice.

I.

Review Lesson LXII.

II.

Voice shows whether the subject of a verb represents the actor or the receiver of the act.

A transitive verb used to show that its subject represents the actor is in the **active voice**; as, "Columbus *discovered* America." "The United States *purchased* Florida."

A transitive verb used to show that its subject represents the receiver of the act is in the **passive voice**; as, "America *was discovered*." "Florida *was purchased*."

The direct object of the verb in the active voice becomes the subject of the verb in the passive voice.

The passive voice is formed by combining the auxiliary verb *be* with the perfect participle of the verb.

III.

Classify the verbs in Lesson CXV.



LESSON CXXXIV.—Moods of Finite Verbs.

I.

Review Lesson LXIII.

II.

Mood shows the manner in which the act or state is expressed with reference to the subject of the verb.

A verb in the **indicative mood** is used in expressing a fact; as, "Napoleon *died* at St. Helena."

A verb in the **subjunctive mood** is used in expressing what is merely thought of; as, "If I *were* he, I should go."

A verb in the **potential mood** is used in expressing power, permission, possibility, compulsion, duty, inclination, or a wish; as, "I *can go*." "We *should obey* our parents."

The signs of the potential mood are the auxiliaries *may*, *can*, *must*, *might*, *could*, *would*, *should*, and *ought*.

The indicative and potential moods can be used in asking questions; as, "When *was* Florida purchased?" "May I *go*?"

A verb in the **imperative mood** is used in expressing a command or request; as, "*Charge, Chester.*" "*Forgive our trespasses.*"

The infinitive and the participial mood belong to non-finite verbs.



LESSON CXXXV.—Tense.

I.

Review Lessons XXXVI., XXXVIII., XXXIX., XLIV., XLV.

II.

Tense shows distinctions of time.

A verb in the **present tense** generally represents a present act or state; as, "*We come.*" "*They are married.*" "*Autumn is dying.*"

A verb in the **present-perfect tense** generally represents an act or state as completed in present time or connected with it; as, "*We have come.*" "*They have been married several years.*"

A verb in the **past tense** generally represents a past act or state; as, "*We went yesterday.*" "*They were married several years ago.*"

A verb in the **past-perfect tense** generally represents an act or state as completed in past time; as, "*We had gone before he came.*"

A verb in the **future-tense** generally represents a future act or state; as, "*We shall go.*" "*They will be married.*"

A verb in the **future-perfect tense** generally represents an act or state as completed in future time; as, "*We shall have gone* before he comes."

NUMBER AND FORM OF THE TENSES IN THE DIFFERENT MOODS.

	PRES.	PR. PERF.	PAST.	PAST PERF.	FUTURE.	FUT. PERF.
<i>Ind.</i>	Do	have done	did	had done	shall do	shall have done
<i>Sub.</i>	Do		did	had done		
<i>Pot.</i>	May do	may have done	might do	might have done		
<i>Imp.</i>	Do					
<i>Inf.</i>	To do	to have done				
<i>Part.</i>	Doing	having done				

How many moods are there? Tenses? How many tenses has each mood? What is the sign of the present perfect tense? Past perfect? Future perfect?



LESSON CXXXVI.—Person and Number of Verbs.

I.

Review Lesson XLI.

II.

Rule. — A finite verb agrees with its subject in person and number.

LESSON CXXXVII. — Parsing.

Parse the verbs in the following sentences :

WRITTEN PARSING.

1.	<u>They</u>	<u>sin</u>	<u>who</u>	<u>tell</u>	<u>us</u>	<u>love</u>	<u>can die.</u>
	p p	r iv	r p	r t v	p p	c n	r iv
	c	ind	they	a	c	n	po
	3	pr	c	ind	i	3	pr
	p	they	3	pr	p	s	love
	sin	3	p	who	tell	can die	3
	n	p	tell	3	o	n	s
			n	p			
			in cl				
			they				

ORAL PARSING.

Sin is a regular, intransitive verb, in the indicative mood and present tense. Its subject is *they*, hence it is in the third person and plural number.

2. Heaven's gates are not so highly arched as king's palaces; they that enter there must go upon their knees.

3. Education is a better safeguard of liberty than a standing army. If we retrench the wages of the school-master, we must raise those of the recruiting sergeant.

— *Everett.*

4. There was a time when our earth was in a state of igneous fusion; when no ocean bathed it, and no atmosphere surrounded it; when no wind blew over it, and no rain fell upon it; but an intense heat held all its materials in solution. In those days the rocks which are the very bones and sinews of our mother Earth — her granites, her porphyries, her basalts, her syenites — were melted into a liquid mass. — *Agassiz.*

LESSON CXXXVIII.—Study of Poem.

Read the following poem :

RAIN IN SUMMER.**I.**

How beautiful is the rain !
After the dust and heat,
In the broad and fiery street,
In the narrow lane,
How beautiful is the rain !

II.

How it clatters along the roofs,
Like the tramp of hoofs !
How it gushes and struggles out
From the throat of the overflowing spout !
Across the window pane
It pours and pours ;
And swift and wide,
With a muddy tide,
Like a river down the gutter roars
The rain, the welcome rain !

III.

The sick man from his chamber looks
At the twisted brooks ;
He can feel the cool
Breath of each little pool ;
His fevered brain
Grows calm again,
And he breathes a blessing on the rain.

IV.

From the neighboring school
Come the boys,

With more than their wonted noise
 And commotion ;
 And down the wet streets
 Sail their mimic fleets,
 Till the treacherous pool
 Ingulfs them in its whirling
 And turbulent ocean.

v.

In the country, on every side,
 Where far and wide,
 Like a leopard's tawny and spotted hide,
 Stretches the plain,
 To the dry grass and the drier grain
 How welcome is the rain !

vi.

In the furrowed land
 The toilsome and patient oxen stand :
 Lifting the yoke-encumbered head,
 With their dilated nostrils spread,
 They silently inhale
 The clover-scented gale,
 And the vapors that arise
 From the well-watered and smoking soil.
 For this rest in the furrow after toil
 Their large and lustrous eyes
 Seem to thank the Lord,
 More than man's spoken word.

vii.

Near at hand,
 From under the sheltering trees,
 The farmer sees
 His pastures, and his fields of grain,
 As they bend their tops

To the numberless beating drops
 Of the incessant rain.
 He counts it as no sin
 That he sees therein
 Only his own thrift and gain.

VIII.

These, and far more than these,
 The Poet sees !
 He can behold
 Aquarius old
 Walking the fenceless fields of air ;
 And from each ample fold
 Of the clouds about him rolled
 Scattering everywhere
 The showery rain,
 As the farmer scatters his grain.

IX.

He can behold
 Things manifold
 That have not yet been wholly told, —
 Have not been wholly sung or said.
 For his thought, that never stops,
 Follows the water-drops
 Down to the graves of the dead,
 Down through chasms and gulfs profound,
 To the dreary fountain-head
 Of lakes and rivers underground ;
 And sees them, when the rain is done,
 On the bridge of colors seven
 Climbing up once more to heaven,
 Opposite the setting sun.

X.

Thus the Seer,
 With vision clear,

Sees forms appear and disappear,
 In the perpetual round of strange,
 Mysterious change
 From birth to death, from death to birth,
 From earth to heaven, from heaven to earth;
 Till glimpses more sublime
 Of things, unseen before,
 Unto his wondering eyes reveal
 The Universe, as an immeasurable wheel
 Turning forevermore
 In the rapid and rushing river of Time.
 — *Henry Wadsworth Longfellow* (1807–1882).

What time of the year is referred to? What is meant by “the fiery street”? “The narrow lane”? Did you ever hear the rain “clatter”? Did you ever see the rain come out of a spout? Does the author describe the way it comes out? Why is the water muddy in the gutter?

Where are the “twisted brooks” to be seen? What is meant by the cool breath of the pool? Have you ever been sick in summer?

What do you think of the picture painted by the author in the fourth stanza?

Did you ever see a leopard? When do grass and grain most need rain?

What is meant by the “furrowed land”? Did you ever see a yoke of oxen? How are oxen hitched together? What are an ox’s eyes like? Why is the farmer under the trees? Does he appreciate the beauty of the rain?

What more does the poet see? Who is “Aquarius”? If you were a painter, could you paint a picture to represent the eighth stanza?

What is the thought expressed in the ninth stanza?
What is a "seer"?

EXERCISE I.

Write a description of a thunder-storm. Of a rainy day.

EXERCISE II.

Imagine that you were out walking yesterday and a sudden shower drove you indoors. Describe the occurrence.

EXERCISE III.

Write what you know of the rainless regions of the world.

EXERCISE IV.

Select one of these subjects for a composition: A rainy day at school. A rainy day on the farm. A rainy day in the city.

EXERCISE V.

Write about the effects of rain on plant-life.

EXERCISE VI.

Write about irrigation.

EXERCISE VII.

The streams, springs, water-sheds, etc., of the locality in which you live.

NOTE.—Read to the school the following poems by Longfellow: "The Day is Done," "A Psalm of Life," "The Rainy Day," "The Reaper and the Flowers," "Excelsior," "Paul Revere's Ride," "Day-break," "Snow Flakes," "Selections from Hiawatha."

LESSON CXXXIX.—Conjugation of Be.

Principal Parts.

<i>Pres. Ind.</i>	<i>Past Ind.</i>	<i>Pres. Part.</i>	<i>Perf. Part.</i>	<i>Pres. Inf.</i>
Am	was	being	been	be or to be

INDICATIVE MOOD.

Present Tense.

SINGULAR NUMBER.	PLURAL NUMBER.
<i>First Person</i> , (I) am.	1. (We) are.
<i>Second Person</i> , (You) are, or (Thou) art.	2. (You) are.
<i>Third Person</i> , (He) is.	3. (They) are.

Present-Perfect Tense.

Have, combined with the perfect participle.

- | | |
|--|----------------------|
| 1. (I) have been. | 1. (We) have been. |
| 2. (You) have been, or (Thou) hast been. | 2. (You) have been. |
| 3. (He) has been, or (He) hath been. | 3. (They) have been. |

Past Tense.

- | | |
|--------------------------------|-----------------|
| 1. (I) was. | 1. (We) were. |
| 2. (You) were, or (Thou) wast. | 2. (You) were. |
| 3. (He) was. | 3. (They) were. |

Past-Perfect Tense.

Had, combined with the perfect participle.

- | | |
|--|---------------------|
| 1. (I) had been. | 1. (We) had been. |
| 2. (You) had been, or (Thou) hadst been. | 2. (You) had been. |
| 3. (He) had been. | 3. (They) had been. |

Future Tense.

Shall or *will*, combined with the present infinitive.

Simple futurity; foretelling.

- | | |
|--------------------------------------|--------------------|
| 1. (I) shall be. | 1. (We) shall be. |
| 2. (You) will be, or (Thou) wilt be. | 2. (You) will be. |
| 3. (He) will be. | 3. (They) will be. |

Promise, threat, or determination.

SINGULAR NUMBER.	PLURAL NUMBER.
1. (I) will be.	1. (We) will be.
2. (You) shall be, <i>or</i> (Thou) shalt be.	2. (You) shall be.
3. (He) shall be.	3. (They) shall be.

Future-Perfect Tense.

Shall or *will*, combined with the present infinitive *have* and the perfect participle.

1. (I) shall have been.	1. (We) shall have been.
2. (You) will have been, <i>or</i> (Thou) wilt have been.	2. (You) will have been.
3. (He) will have been.	3. (They) will have been.

SUBJUNCTIVE MOOD.

Present Tense.

1. (If I) be.	1. (If we) be.
2. (If you) be, <i>or</i> (If thou) be.	2. (If you) be.
3. (If he) be.	3. (If they) be.

Past Tense.

1. (If I) were.	1. (If we) were.
2. (If you) were, <i>or</i> (If thou) wert.	2. (If you) were.
3. (If he) were.	3. (If they) were.

Past-Perfect Tense.

Had, combined with the perfect participle.

1. (If I) had been.	1. (If we) had been.
2. (If you) had been, <i>or</i> (If thou) hadst been.	2. (If you) had been.
3. (If he) had been.	3. (If they) had been.

POTENTIAL MOOD.

Present Tense.

May, *can*, or *must*, combined with the present infinitive.

1. (I) may be.	1. (We) may be.
2. (You) may be, <i>or</i> (Thou) mayst be.	2. (You) may be.
3. (He) may be.	3. (They) may be.

Ought is combined with the present infinitive, as follows :

SINGULAR NUMBER.	PLURAL NUMBER.
1. (I) ought to be.	1. (We) ought to be.
2. (You) ought to be.	2. (You) ought to be.
3. (He) ought to be.	3. (They) ought to be.

Present-Perfect Tense.

May, can, or must, combined with the present infinitive *have* and the perfect participle.

1. (I) may have been.	1. (We) may have been.
2. (You) may have been, <i>or</i> (Thou) mayst have been.	2. (You) may have been.
3. (He) may have been.	3. (They) may have been.

Past Tense.

Might, could, would, or should, combined with the present infinitive.

1. (I) might be.	1. (We) might be.
2. (You) might be, <i>or</i> (Thou) mightst be.	2. (You) might be.
3. (He) might be.	3. (They) might be.

Past-Perfect Tense.

Might, could, would, or should, combined with the present infinitive *have* and the perfect participle.

1. (I) might have been.	1. (We) might have been.
2. (You) might have been, <i>or</i> (Thou) mightst have been.	2. (You) might have been.
3. (He) might have been.	3. (They) might have been.

Ought is combined with the present infinitive *to have* and the perfect participle.

IMPERATIVE MOOD.

Present Tense.

2. Be (you), <i>or</i> be (thou).	2. Be (you), <i>or</i> be (ye).
-----------------------------------	---------------------------------

INFINITIVE MOOD.

Present Tense.To be *or* be.**Present-Perfect Tense.**To have been *or* have been.

PARTICIPIAL MOOD.

Present Tense.

Being.

Present-Perfect Tense.

Having been.

To conjugate a verb in the *passive voice*, add the *perfect participle* of the verb to the conjugation of the verb *be*, thus :

SINGULAR NUMBER.

1. (I) am *seen*.
2. (You) are *seen*.
3. (He) is *seen*.

PLURAL NUMBER.

1. (We) are *seen*.
2. (You) are *seen*.
3. (They) are *seen*, etc.

To conjugate a verb in the *progressive form*, add the *present participle* of the verb to the conjugation of the verb *be*, thus :

1. (I) am *seeing*.
2. (You) are *seeing*.
3. (He) is *seeing*.

1. (We) are *seeing*.
2. (You) are *seeing*.
3. (They) are *seeing*.



LESSON CXL.—Conjugation of See.

Principal Parts.

<i>Pres. Ind.</i>	<i>Past Ind.</i>	<i>Pres. Part.</i>	<i>Perf. Part.</i>	<i>Pres. Inf.</i>
See	saw	seeing	seen	to see

INDICATIVE MOOD.

Present Tense.—Common Form.

SINGULAR NUMBER.

1. (I) see.
2. (You) see.
3. (He) sees.

PLURAL NUMBER.

1. (We) see.
2. (You) see.
3. (They) see.

Present Tense. — Emphatic Form.

SINGULAR NUMBER.	PLURAL NUMBER.
1. (I) do see.	1. (We) do see.
2. (You) do see.	2. (You) do see.
3. (He) does see.	3. (They) do see.

Present-Perfect Tense.

1. (I) have seen.	1. (We) have seen.
2. (You) have seen.	2. (You) have seen.
3. (He) has seen.	3. (They) have seen.

Past Tense. — Common Form.

1. (I) saw.	1. (We) saw.
2. (You) saw.	2. (You) saw.
3. (He) saw.	3. (They) saw.

Past Tense. — Emphatic Form.

1. (I) did see.	1. (We) did see.
2. (You) did see.	2. (You) did see.
3. (He) did see.	3. (They) did see.

Past-Perfect Tense.

1. (I) had seen.	1. (We) had seen.
2. (You) had seen.	2. (You) had seen.
3. (He) had seen.	3. (They) had seen.

Future Tense.**Simple futurity ; foretelling.**

1. (I) shall see.	1. (We) shall see.
2. (You) will see.	2. (You) will see.
3. (He) will see.	3. (They) will see.

Promise, threat, or determination.

1. (I) will see.	1. (We) will see.
2. (You) shall see.	2. (You) shall see.
3. (He) shall see.	3. (They) shall see.

Future-Perfect Tense.**SINGULAR NUMBER.**

1. (I) shall have seen.
2. (You) will have seen.
3. (He) will have seen.

PLURAL NUMBER.

1. (We) shall have seen.
2. (You) will have seen.
3. (They) will have seen.

SUBJUNCTIVE MOOD.**Present Tense.**

- | | |
|------------------|-------------------|
| 1. (If I) see. | 1. (If we) see. |
| 2. (If you) see. | 2. (If you) see. |
| 3. (If he) see. | 3. (If they) see. |

Present Tense. — Emphatic Form.

- | | |
|---------------------|----------------------|
| 1. (If I) do see. | 1. (If we) do see. |
| 2. (If you) do see. | 2. (If you) do see. |
| 3. (If he) do see. | 3. (If they) do see. |

Past Tense.

- | | |
|------------------|-------------------|
| 1. (If I) saw. | 1. (If we) saw. |
| 2. (If you) saw. | 2. (If you) saw. |
| 3. (If he) saw. | 3. (If they) saw. |

Past Tense. — Emphatic Form.

- | | |
|----------------------|-----------------------|
| 1. (If I) did see. | 1. (If we) did see. |
| 2. (If you) did see. | 2. (If you) did see. |
| 3. (If he) did see. | 3. (If they) did see. |

Past-Perfect Tense.

- | | |
|-----------------------|------------------------|
| 1. (If I) had seen. | 1. (If we) had seen. |
| 2. (If you) had seen. | 2. (If you) had seen. |
| 3. (If he) had seen. | 3. (If they) had seen. |

POTENTIAL MOOD.**Present Tense.**

- | | |
|-------------------|--------------------|
| 1. (I) may see. | 1. (We) may see. |
| 2. (You) may see. | 2. (You) may see. |
| 3. (He) may see. | 3. (They) may see. |

Present-Perfect Tense.**SINGULAR NUMBER.**

1. (I) may have seen.
2. (You) may have seen.
3. (He) may have seen.

PLURAL NUMBER.

1. (We) may have seen.
2. (You) may have seen.
3. (They) may have seen.

Past Tense.

1. (I) might see.
2. (You) might see.
3. (He) might see.

1. (We) might see.
2. (You) might see.
3. (They) might see.

Past-Perfect Tense.

1. (I) might have seen.
2. (You) might have seen.
3. (He) might have seen.

1. (We) might have seen.
2. (You) might have seen.
3. (They) might have seen.

IMPERATIVE MOOD.**Present Tense.**

2. See (you).
2. See (you).

INFINITIVE MOOD.**Present Tense.**

To see.

Present-Perfect Tense.

To have seen.

PARTICIPIAL MOOD.**Present Tense.**

Seeing.

Present-Perfect Tense.

Having seen.

LESSON CXLI.—Description of Persons.

I.

Read the following description, by Washington Irving:

Ichabod Crane was a native of Connecticut, a State which supplies the pioneers for the mind as well as for the forest, and sends forth yearly its legions of frontier woodsmen and country schoolmasters. The cognomen of Crane was not inapplicable to his person. He was tall, but exceedingly lank, with narrow shoulders, long arms and legs, feet that might have served for shovels, and his whole frame was loosely hung together. His head was small and flat at top, with huge ears, large, green, glassy eyes, and a long spine nose, so that it looked like a weathercock perched upon his spindle neck, to tell which way the wind blew. To see him striding along the profile of a hill on a windy day, one might have mistaken him for the genius of famine descending upon the earth, or some scarecrow eloped from a cornfield.

NOTE. — Read the whole of "The Legend of Sleepy Hollow" to the school.

II.

Read the following description of "The Little Lamé Prince." It was written by Miss Mulock (Mrs. Craik):

Yes, he was the most beautiful prince that was ever born.

Of course, being a prince, people said this; but it was true besides. When he looked at the candle, his eyes had an expression of earnest inquiry quite startling in a new-

born baby. His nose, there was not much of it certainly, but what there was seemed an aquiline shape; his complexion was a charming healthy purple. He was round and fat, straight-limbed and long—in fact, a splendid baby, and everybody was exceedingly proud of him.

III.

The following paragraph is taken from Parton's "Life of Thomas Jefferson."

Jefferson was a stripling of seventeen, tall, raw-boned, freckled, and sandy-haired, when, in 1760, he came to Williamsburg from the far west of Virginia, to enter the College of William and Mary. With his large feet and hands, his thick wrists, and prominent cheek-bones and chin, he could not have been handsome or graceful. He is described, however, as a fresh, bright, healthy-looking youth, as straight as a gun-barrel, sinewy and strong, with that alertness of movement which comes of early familiarity with saddle, gun, canoe, minuet, and contra-dance,—that sure, elastic tread and ease of bearing, which we still observe in country-bred lads who have been exempt from the ruder toils of agriculture, while enjoying in full measure the freedom and sports of the country. His teeth, too, were perfect, which alone redeems a countenance destitute of other charm. His eyes, which were of hazel-gray, were beaming and expressive; and his demeanor gave assurance of a gentle heart and a sympathetic, inquisitive mind.

EXERCISE I.

Write a description of one of your schoolmates.

EXERCISE II.

Write a description of a little child.

EXERCISE III.

Describe a prominent man of your acquaintance.

EXERCISE IV.

Imagine that you have met an Indian chief, and write a description of him.

EXERCISE V.

Can you imagine the appearance of Joseph when he went to see his brethren in Shechem? (Genesis xxxvii.)

**LESSON CXLII. — Adjectives.****I.**

Review Lessons X., XVI., XXXI., XXXII., LXXVI.

II.

An **adjective** is a word used to modify a noun or a pronoun.

A **descriptive adjective** modifies a noun or a pronoun by describing the object represented by it; as, "Those *heavy* yards were swung by fifty *strong* arms."

A **definitive adjective** modifies a noun or a pronoun without describing the object represented by it; as, "Those *heavy* yards were swung by *fifty* strong arms."

A **proper adjective** is derived from a proper noun; as, "The *Spanish* Armada."

A **pronominal adjective** is a word that is used as an adjective and may be used as a pronoun; as, "*This* way."

An **interrogative adjective** is an adjective used to ask a question; as, "*Which* way shall I go?"

A **conjunctive adjective** is an adjective used to introduce a clause and join it to the word that the clause modifies; as, "I cannot see *what* flowers are at my feet."



COMPARISON OF ADJECTIVES.

I.

Review Lesson LXV.

II.

Comparison is used in expressing quality in different degrees.

An adjective in the **positive degree** expresses the quality simply; as, "*Old* men." "*Few* men." "The day is *cold*."

An adjective in the **comparative degree** expresses the quality in a higher or lower degree than the positive; as, "*Older* men." "*Fewer* men." "The night is *colder* than the day." The Anglo-Saxons are *more aggressive* than other races.

An adjective in the **superlative degree** expresses the quality in the highest degree; as, "The *oldest* men." "The *coldest* day." The Anglo-Saxons are the *most aggressive* race.

EXERCISE I.

Write the rules for forming the comparative and superlative degrees of adjectives. (See Lesson LXV.)

EXERCISE II.

Parse the adjectives in the following sentences :

WRITTEN PARSING.

1. Can you tell what interesting associations cluster here ?

c	def a	des a
	asso	p
	in cl	asso
	can tell	

ORAL PARSING.

What is a conjunctive definitive adjective. It is used to modify *associations*. It introduces the clause *what interesting associations cluster here*, and joins it to *can tell*.

- Blessings on thee, little man,
 Barefoot boy with cheek of tan ;
 With thy turned-up pantaloons,
 With thy merry-whistled tunes ;
 With thy red lip, redder still,
 Kissed by strawberries on the hill ;
 With the sunshine on thy face,
 Through thy torn brim's jaunty grace ;
 From my heart I give thee joy :
 I was once a barefoot boy !—*Whittier*.
- I cannot see what flowers are at my feet.—*Keats*.
- The day is cold, and dark, and dreary.
- What natural boundaries has Maine ?

LESSON CXLIII.—Adverbs.

I.

Review Lessons XI., XII., XIII., LXXV.

II.

An **adverb** is a word used to modify a verb, a verbal, an adjective, or another adverb.

Adverbs may be classed according to the ideas that they express. Some of the classes are, —

Adverbs of manner ; as, *how, like, well, rapidly*, etc.

Adverbs of place ; as, *here, then, above, somewhere*, etc.

Adverbs of time ; as, *now, always, then, already*, etc.

Adverbs of degree ; as, *much, less, too, so*, etc.

Adverbs of cause ; as, *why, therefore*, etc.

An **interrogative adverb** is an adverb used to ask a question ; as, “*Where* are the friends of my youth ?”

A **conjunctive adverb** is an adverb used to introduce a clause, and join it to the word that the clause modifies ; as, “Do you know *where* Shakspeare is buried ?”

Adverbs are compared like adjectives.

EXERCISE.

Parse the adverbs in the following sentences :

WRITTEN PARSING.

1. Can you explain fully why gunpowder explodes ?

a m	c a c
p	exp
can exp	in cl
	can exp

a m, adverb of manner ; *c a c*, conjunctive adverb of cause.

ORAL PARSING.

Fully is an adverb of manner, in the positive degree. It is used to modify *can explain*.

2. Sheep have recently been introduced into Australia.
3. When was the telephone invented?
4. There are many descendants of the old French settlers still living in Canada.
5. "Send her away," the master sharply said.
6. No one was there when the child fell.



LESSON CXLIV.—Verbals.

I.

Review Lessons LXXX., LXXXI., LXXXII., LXXXIII., LXXXV.

II.

A **verbal** is a word derived from a verb and partakes of its nature, and is used as a noun, an adjective, or an adverb.

Verbals are classed like verbs, as *regular* and *irregular*, *transitive* and *intransitive*.

Verbals have the same voice as the verbs from which they are derived; as, "He desires *to employ* the men" (active voice). "The men desire *to be employed*" (passive voice).

A verbal in the infinitive form consists of an infinitive, or an infinitive and a participle; as, "*To err* is human." "*To be employed* is *to be* happy."

A verbal in the participial form consists of one or more participles; as, "*Being employed* is *being* happy." "Sandstone is a rock *made* of sand."

The forms of the tenses of verbals are shown in the following table:

TENSES OF VERBALS.

	PRESENT.	PRESENT PERFECT.	PAST.
<i>Infinitive Form</i>	To be To see To go To study	to have been to have seen to have gone to have studied	
<i>Participial Form</i>	Being Seeing Going Studying	having been having seen having gone having studied	seen studied

USES OF VERBALS.

Verbals are used chiefly, —

As nouns; as, "*To err* is human." "We talk of *braving* the danger." "The best way to prosper is *to keep* out of debt."

As adjectives; as, "The train *to take* us was delayed." "The train *delayed* by the storm was the Columbian Express." "The best way *to prosper* is to keep out of debt."

As adverbs; as, "We were anxious *to go*." "We went *sauntering* along."

LESSON CXLV.—Study of Poem.

Read the following poem:

AMERICA.

I.

O Mother of a mighty race,
 Yet lovely in thy youthful grace;
 The elder dames, thy haughty peers,
 Admire and hate thy blooming years;
 With words of shame
 And taunts of scorn they join thy name.

2.

For on thy cheeks the glow is spread
 That tints thy morning hills with red;
 Thy step,—the wild deer's rustling feet
 Within thy woods are not more fleet;
 Thy hopeful eye
 Is bright as thine own sunny sky.

3.

Ay, let them rail, those haughty ones,
 While safe thou dwellest with thy sons.
 They do not know how loved thou art,
 How many a fond and fearless heart
 Would rise to throw
 Its life between thee and the foe.

4.

There's freedom at thy gates, and rest
 For earth's down-trodden and opprest,
 A shelter for the hunted head,

For the starved laborer toil and bread.
 Power, at thy bounds,
 Stops, and calls back his baffled hounds.

5.

O fair young mother ! on thy brow
 Shall sit a nobler grace than now.
 Deep in the brightness of thy skies,
 The thronging years in glory rise,
 And, as they fleet,
 Drop strength and riches at thy feet.

6.

Thine eye, with every coming hour,
 Shall brighten, and thy form shall tower ;
 And when thy sisters, elder born,
 Would brand thy name with words of scorn,
 Before thine eye
 Upon their lips the taunt shall die.

— *William Cullen Bryant* (1795-1878).

What is the subject of this poem? In what gender is America? Who are the "elder dames"? Why do they hate America's "blooming years"? What words of scorn do they link with the name of America?

Is America personified as old, or young?

Who are the "haughty ones" referred to in the third stanza? Who are the sons of America? What do the last three lines of this stanza mean?

Where are the "gates" of America? Who are the "earth's down-trodden and oppressed"? Are they welcome to come? Does the starved laborer want toil as well as bread? What is meant by "Power" in the fourth stanza?

Where are the bounds of America? Why does Power "call back his baffled hounds"? And why are the hounds "baffled"?

What is the meaning of the fifth stanza? What time is referred to? What part of speech is "*fleet*"?

In the sixth stanza, what is the antecedent of the pronoun *thine*? What is meant by "thine eye shall brighten"? "Thy form shall tower"? Who are America's "sisters"? Why "elder born"? Why would they wish to refer to America "with words of scorn"? What will prevent them?

EXERCISE I.

Write a composition, showing why we should love our country, and how we manifest our love for our country.

EXERCISE II.

Write about the patriots of the Revolution.

EXERCISE III.

In what does the greatness of our country consist?

EXERCISE IV.

Compare a republic and a monarchy.

EXERCISE V.

Commit the following poems to memory: "America," "The Star-Spangled Banner."

NOTE. — Read to the school the following poems by Bryant: "The Death of the Flowers," "The Crowded Street," "Thanatopsis," "To a Water-Fowl," "The Evening Wind," "A Forest Hymn."

LESSON CXLVI. — Prepositions.

I.

Review Lesson LXX.

II.

A **preposition** is a word used to introduce a phrase and join it to the word that the phrase modifies.

A preposition generally shows the relation of an object, an action, or a quality to an object.

The noun or pronoun with which the preposition is used to form a phrase is called its **object**.

EXERCISE.

Parse the prepositions in the following sentences :

WRITTEN PARSING.

Yes, the man at the outpost is braver than you or I.

r
ind

p
in ph
man

s c c c
in cl you and I
braver

ORAL PARSING.

At is a preposition. It is used to introduce the phrase *at outpost*, and join it to *man*.

Or is a coordinate conjunction. It is used to join *you* and *I*.

Than is a subordinate conjunction. It is used to introduce the clause *than you or I am*, and join it to *braver*.

The western part of the State of ~~Was~~hington is well covered with cone-bearing forests, which ~~are~~ its chief

wealth. The largest lumber mills in the world are along Puget Sound. The fertile farming lands in the Sound valley and east of the Cascade Mountain yield large crops of wheat, hops, and fruits. Coal is mined in the north more extensively than elsewhere in the section. The salmon fisheries of Columbia add much to the wealth of the State. — *Nat. Adv. Geog.*



LESSON CXLVII. — Conjunctions.

I.

Review Lessons LXVII., LXXIV.

II.

A **conjunction** is a word used to join sentences, or parts of a sentence.

A **coördinate conjunction** joins sentences, or parts of a sentence that have the same construction; as, "Knowledge comes, *but* Wisdom lingers." "Lee *and* Jackson were great generals."

A **subordinate conjunction** is a conjunction used with a subject and a predicate to form a clause, which it joins to the word that the clause modifies; as "Sheridan learned *that* Early's forces had advanced."

EXERCISE.

Parse the conjunctions in the following sentences :

1. Live cattle and sheep are sent immense distances on cars or in cattle ships.
2. Borneo is a little larger than Texas.

3. Knowledge comes, but Wisdom lingers.
4. How much better is it to get wisdom than gold.
— *Prov.* 16: 16.
5. God is a spirit; and they that worship him must worship him in spirit and in truth. — *St. John* 4: 24.



LESSON CXLVIII.—Responsives and Interjections.

I.

Review Lessons LXXXVI., LXXXVII.

II.

A **responsive** is the word *yes, yea, ay, no, nay, or amen*, used to reply or respond to a question or a petition.

An **interjection** is a word used simply to express a sudden feeling or to call attention.



LESSON CXLIX.—Study of Quotations.

EXERCISE I.

Commit to memory the following quotations from Shakespeare and explain their meaning:

1. Night's candles are burnt out, and jocund day
Stands tiptoe on the misty mountain-tops.
2. O how full of briers is this workingday-world !
3. If all the year were playing holidays
To sport would be as tedious as to work.

4. Men at some time are masters of their fate.
5. Gnats are unnoted wheresoe'er they fly,
But eagles gazed upon with every eye.
6. Sorrow breaks seasons and reposing hours,
Makes the night morning, and the noontide night.
7. The quality of mercy is not strain'd ;
It droppeth as the gentle rain from heaven
Upon the place beneath : it is twice bless'd ;
It blesseth him that gives, and him that takes :
'Tis mightiest in the mightiest ; it becomes
The thronéd monarch better than his crown :
His scepter shows the force of temporal power,
The attribute to awe and majesty,
Wherein doth sit the dread and fear of kings ;
But mercy is above this sceptred sway :
It is enthroned in the hearts of kings,
It is an attribute to God himself ;
And earthly power doth then show likest God's
When mercy seasons justice.

EXERCISE II.

Commit to memory the following poem from Tennyson's "In Memoriam." Do you know what each stanza means ?

NEW YEAR'S EVE.

Ring out, wild bells, to the wild sky,
The flying cloud, the frosty light ;
The year is dying in the night ;
Ring out, wild bells, and let him die.

Ring out the old, ring in the new ;
Ring, happy bells, across the snow ;
The year is going, let him go ;
Ring out the false, ring in the true.

Ring out the grief that saps the mind,
 For those that here we see no more ;
 Ring out the feud of rich and poor,
 Ring in redress to all mankind.

Ring out false pride in place and blood,
 The civic slander and the spite ;
 Ring in the love of truth and right,
 Ring in the common love of good.

Ring in the valiant man and free,
 The larger heart, the kindlier hand ;
 Ring out the darkness of the land,
 Ring in the Christ that is to be.

EXERCISE III.

Study the following poem by Sir Walter Scott:

BREATHES THERE THE MAN.

Breathes there the man with soul so dead
 Who never to himself hath said,
 This is my own, my native land !
 Whose heart hath ne'er within him burned,
 As home his footsteps he hath turned
 From wandering on a foreign strand !
 If such there breathe, go, mark him well ;
 For him no minstrel raptures swell ;
 High though his titles, proud his name,
 Boundless his wealth as wish can claim,
 Despite those titles, power and pelf,
 The wretch, concentrated all in self,
 Living, shall forfeit fair renown,
 And, doubly dying, shall go down
 To the vile dust from whence he sprung,
 Unwept, unhonored, and unsung.

EXERCISE IV.

WORDS SOMETIMES MISUSED.

Study this list of words, and illustrate their correct use :

A, an. *A* is used before consonant sounds, and *an* before vowel sounds ; as, A man, an old man, a history, a heroic deed, an honor.

Alone is often improperly used for *only* ; as, "Man alone is a talking animal."

And is misused for *to* in "Try and meet me."

Anybody's else, somebody's else. These expressions should be "anybody else's," "somebody else's."

Apt is often misused for *likely* or *liable* ; as, "When is he apt to go ?"

As. "Not as I see" should be "Not that I see." "John is not as old as James" should probably be "John is not so old as James."

Bad cold. All colds are bad.

But. "I do not doubt but he will go" should be "doubt that."

Character is often used for reputation. See dictionary.

Clever does not mean good-natured or kind.

Comparison. When only two objects are compared the comparative degree should be used ; as, "He is the older of the two."

Couple originally implied a linking together of two.

Dangerous. A very sick man is not dangerous, though he may be dangerously ill.

Every is misused in "every confidence," "every praise," etc.

Friend, acquaintance. What is the difference between these words?

Gents should never be used.

If, whether ; as "I doubt if he will come" should be "doubt whether."

In our midst is an expression that is generally condemned.

Nicely is altogether incorrect in "How are you ? Nicely."

Pants. Say pantaloons, or trousers.

Rubbers. Say overshoes.

Since, ago. "It is a week since he came." "He came a week ago."

Stop, stay. How do these words differ in meaning ?

To is often misused for *at* ; as, "I have been to church." Do not

separate *to*, the sign of the infinitive, from the rest of the infinitive; as, "I desire to quickly go." The following is not a good sentence, "I did not go, and I do not intend to."

Without, unless. "I will not go without you go" should be "not go unless," etc.

You was is always wrong.

Yours, &c. Do not use this expression in closing a letter.



LESSON CL. — Definition of Grammar.

We think, and our mental products are *ideas* and *thoughts*. An *idea* is expressed by a single word or a group of words not containing a subject and predicate; as, *birds, trees, grow, can fly, wise, more beautiful*, etc.

A *thought* is expressed by a group of words containing a subject and predicate; as, *Birds can fly. Trees are plants.*

Language is the expression of thought by means of words combined in sentences.

Grammar is the science that treats of the relations and forms of words and sentences, as used in the correct expression of thought.

Syntax treats of the relation of words and the construction and form of sentences.

Etymology treats of the classification and form of words.

APPENDIX.



A.

SUMMARY OF RULES OF CONSTRUCTION.

From the author's "Advanced Grammar and Composition."

[FOR REFERENCE.]

Rule 1. A noun or a pronoun used as the subject of a finite verb is in the nominative case.

Rule 2. A noun or a pronoun used independently is in the nominative case.

Special Rule 1. A pronoun used independently is sometimes in the objective case.

Rule 3. A noun or a pronoun used absolutely is in the nominative case.

Special Rule 2. A noun or a pronoun used absolutely is sometimes in the possessive case.

Rule 4. A noun or a pronoun used to modify another by denoting possession is in the possessive case.

Rule 5. A noun or a pronoun used as the direct object of a transitive verb or verbal is in the objective case.

Special Rule 3. A noun or a pronoun used as the cognate object of a transitive verb or verbal is in the objective case.

Rule 6. A noun or a pronoun used as the indirect object of a verb, a verbal, an adjective, or an adverb, is in the objective case.

Rule 7. A noun or a pronoun used as the adverbial object of a verb, a verbal, an adjective, or an adverb, is in the objective case.

Rule 8. A noun or a pronoun used as the object of a preposition is in the objective case.

Rule 9. A noun or a pronoun used in predication or apposition with another in the nominative or the objective case, agrees with it in case.

Rule 10. A noun or a pronoun used in predication or apposition with another in the possessive case, is in the nominative case.

Special Rule 4. A noun or a pronoun used in apposition with another, in the possessive case, sometimes agrees with it in case.

Special Rule 5. A noun or a pronoun used in apposition to modify a word or a combination of words not used as a noun, is in the nominative case.

Rule 11. A pronoun agrees with its antecedent in gender, person, and number.

Special Rule 6. A pronoun having two or more antecedents representing the same person or thing, is in the singular number; if they represent different persons or things, it is in the plural number. If the antecedents differ in person, it prefers the first person to the second, and the second to the third. If one is in the masculine or the feminine gender, and the other is in the neuter, the gender of the pronoun is indefinite.

Rule 12. A subordinate conjunctive is used to introduce a clause, and join it to the word that the clause modifies.

Special Rule 7. A subordinate conjunctive is sometimes used simply to introduce a clause.

Rule 13. A finite verb agrees with its subject in person and number.

Special Rule 8. A finite verb having two or more subjects joined by "and" and differing in person, prefers the first person to the second, and the second to the third.

Special Rule 9. A finite verb having two or more subjects joined by "or" or "nor," agrees with the subject next the verb in person and number.

Special Rule 10. A finite verb having two or more subjects joined by "and" and not modified by "no," "each," "every," or a similar adjective, is in the plural number if they denote different persons or things.

Special Rule 11. A finite verb having two or more singular subjects representing the same person or thing, or modified by "no," "each," "every," or a similar adjective, is in the singular number.

Rule 14. A non-finite verb does not change its form to agree with its subject in person and number.

Rule 15. An adjective is used to modify a noun or a pronoun.

Special Rule 12. An adjective is sometimes used absolutely, as the complement of a verbal.

Rule 16. An adverb is used to modify a verb, a verbal, an adjective, or another adverb.

Special Rule 13. An adverb is sometimes used to modify a noun, a pronoun, a phrase, a clause, or a sentence.

Special Rule 14. The adverb *there* is sometimes used simply to change the relative position of the subject and predicate of a sentence or a clause.

Special Rule 15. An adverb is sometimes used independently.

Special Rule 16. A verbal is sometimes used independently.

Rule 17. A preposition is used to introduce a phrase, and join it to the word that the phrase modifies.

Special Rule 17. A preposition is sometimes used simply to introduce a phrase.

Rule 18. A coördinate conjunction is used to join sentences, or parts of a sentence that have the same construction.

Special Rule 18. A coördinate conjunction is sometimes used simply to introduce a sentence.

Special Rule 19. The coördinate conjunction *or* is sometimes used to join an appositive noun to the word that it modifies.

Special Rule 20. The subordinate conjunction *as* is sometimes used to introduce a word or a phrase.

Rule 19. A responsive is used independently.

Rule 20. An interjection is used independently.

B.

LIST OF IRREGULAR VERBS.

REMARK. — In the following list, words marked with a star (*) are generally either obsolete or new words. As a rule, they should not be used. Those marked with an R take also the regular ending *ed*. When two or more forms are given, the one sanctioned by the best modern usage is generally given first. Sometimes, however, the second form is preferred in certain uses; as, "He was *struck* with a ball," "She is *stricken* with sorrow."

<i>Pres. Ind.</i>	<i>Past Ind.</i>	<i>Perf. Part.</i>	<i>Pres. Ind.</i>	<i>Past Ind.</i>	<i>Perf. Part.</i>
Abide	abode	abode	Beget	begot	begotten
Am, <i>or</i> be	was	been		begat *	begot *
Arise	arose	arisen	Begin	began	begun
Awake	awoke, R.	R., awoke *	Behold	beheld	beheld
Bear	bore, bare	born	Bend	bent, R. *	bent, R. *
(bring forth)			Bereave	bereft, R. ²	bereft, R. ²
Bear (carry)	bore	borne	Beseech	besought	besought
Beat	beat	beaten	Bet	bet, R. *	bet, R. *
		beat	Bid	bade	bidden
Become	became	become		bid	bid
Befall ¹	befell	befallen	Bind	bound	bound

<i>Pres. Ind.</i>	<i>Past Ind.</i>	<i>Perf. Part.</i>	<i>Pres. Ind.</i>	<i>Past Ind.</i>	<i>Perf. Part.</i>
Bite	bit	bitten	Forget	forgot	forgotten
Bleed	bled	bled			forgot *
Blow	blew	blown	Forsake	forsook	forsaken
Break	broke	broken	Freeze	froze	frozen
	brake *		Freight	R.,	R., freight
Breed	bred	bred	Get	got	got
Bring	brought	brought			gotten
Build	built, R.*	built, R.*	Gild	R., gilt	R., gilt
Burn	R., ^s burnt	R., ^s burnt	Gird	R., girt	R., girt
Burst	burst	burst	Give	gave	given
Buy	bought	bought	Go	went ⁵	gone
Cast	cast	cast	Grave	R.	R. graven
Catch	caught, R.*	caught, R.*	Grind	ground	ground
Chide	chid	chidden	Grow	grew	grown
		chid	Hang	hung	hung
Choose	chose	chosen	Have	had	had
Cleave	clove	cloven	Hear	heard	heard
(split)	cleft	cleft	Heave	R., hove	R., hoven *
Cling	clung	clung	Hew	R.	R., hewn
Clothe	clad, R.	clad, R.	Hide	hid	hidden
Come	came	come			hid
Cost	cost	cost	Hit	hit	hit
Creep	crept	crept	Hold	held	held
Crow	R., crew *	R.			holden *
Cut	cut	cut	Hurt	hurt	hurt
Dare ⁴	R., durst	R., durst	Keep	kept	kept
Deal	dealt, R.*	dealt, R.*	Kneel	knelt, R.	knelt, R.
Dig	dug, R.*	dug, R.*	Knit	knit, R.	knit, R.
Do	did	done	Know	knew	known
Draw	drew	drawn	Lade	R.	R., laden
Dream	R., dreamt	R., dreamt	Lay	laid	laid
Drink	drank	drunk	Lead	led	led
Drive	drove	driven	Leave	left	left
Dwell	dwelt, R.,	dwelt, R.	Lend	lent	lent
Eat	ate	eaten	Let	let	let
	eat	eat *	Lie ¹ (recline)lay		lain
Fall	fell	fallen	Light	R., lit *	R., lit *
Feed	fed	fed	Lose	lost	lost
Feel	felt	felt	Make	made	made
Fight	fought	fought	Mean	meant	meant
Find	found	found	Meet	met	met
Flee	fled	fled	Mow	R.	R., mown
Fling	flung	flung	Pay	paid	paid
Fly	flew	flown	Pen ⁹	R., pent	R., pent
Forbear	forbore	forborne	(fence in)		

<i>Pres. Ind.</i>	<i>Past Ind.</i>	<i>Perf. Part.</i>	<i>Pres. Ind.</i>	<i>Past Ind.</i>	<i>Perf. Part.</i>
Plead	R., plead *	R., plead *	Sling	slung	slung
Prove ¹⁰	R.	R., proven *	Slink	slunk	slunk
Put	put	put	Slit	slit	slit
Quit	quit, R.	quit, R.	Smell	smelt, R.	smelt, R.
Rap * ¹¹	R., rapt *	R., rapt	Smite	smote	smitten
(seize with rapture)			Sow	R.	sown, R.
Read	read	read	Speak	spoke	spoken
Rend	rent	rent		spake *	
Rid	rid	rid	Speed	sped, R.	sped, R.*
Ride	rode	ridden	Spell	R., spelt	R., spelt
		rode	Spend	spent	spent
Ring	rang	rung	Spill	spilt, R.	spilt, R.
	rung		Spin	spun	spun
Rise	rose	risen	Spit ¹²	spit	spit
Rive	rived	riven, R.		spat	
Run	ran	run	Split	split	split
Saw	R.	R., sawn	Spoil	R., spoilt *	R., spoilt *
Say	said	said	Spread	spread	spread
See	saw	seen	Spring	sprang	sprung
Seek	sought	sought		sprung	
Seethe	R., sod *	R., sodden *	Stand	stood	stood
Sell	sold	sold	Stave	stove, R.	stove, R.
Send	sent	sent	Stay ¹³	staid	staid
Set	set	set	(remain)		
Shake	shook	shaken	Steal	stole	stolen
Shape	R.	R., shapen *	Stick	stuck	stuck
Shave	R.	R., shaven	Sting	stung	stung
Shear	R., shore *	R., shorn	Stink	stank	stunk
Shed	shed	shed		stunk	
Shine	shone, R.*	shone, R.*	Strew	R.	R., strewn
Shoe	shod	shod	Stride	strode	stridden
Shoot	shot	shot		strid	strid
Show	showed	shown, R.	Strike	struck	struck
Shred	shred	shred			stricken
Shrink	shrank	shrunken *	String	strung	strung
	shrunk	shrunk	Strive	strove	striven
Shut	shut	shut	Strow	R.	strown, R.
Sing	sang	sung	Swear	swore	sworn
	sung			sware *	
Sink	sank	sunk	Sweat	sweat, R.	sweat, R.
	sunk		Sweep	swept	swept
Sit	sat	sat	Swell	R.	swollen, R.
Slay	slew	slain	Swim	swam	swum
Sleep	slept	slept		swum	
Slide	slid	slid, slidden	Swing	swung	swung

<i>Pres. Ind.</i>	<i>Past Ind.</i>	<i>Perf. Part.</i>	<i>Pres. Ind.</i>	<i>Past Ind.</i>	<i>Perf. Part.</i>
Take	took	taken	Wax	R.	R., waxen *
Teach	taught	taught	Wear	wore	worn
Tear	tore	torn	Weave	wove, R.*	woven, R.*
Tell	told	told	Wed	R., wed *	R., wed *
Think	thought	thought	Weep	wept	wept
Thrive	R., thrive	R., thriven	Wet	wet, R.*	wet, R.*
Throw	threw	thrown	Win	won	won
Thrust	thrust	thrust	Wind	wound	wound
Tread	trod	trodden	Work	R., wrought	R., wrought
		trod	Wring	wrung	wrung
Wake	R., woke *	R., woke *	Write	wrote	written

1. *Derivative verbs* generally form their principal parts in the same way as the words from which they are derived; as, *befall, mistake, undergo*. 2. The irregular form is preferred. 3. The regular form is preferred. 4. *Dare*, to challenge, is regular. 5. *Went* is a contraction of *wended*, the past indicative of the A.-S. *wendan*, to wend or go. 6. *Hang*, to suspend by the neck, is generally regular. 7. Do not use *loan* as a verb. 8. *Lie*, to tell a falsehood, is regular. 9. *Pen*, to write, is regular. 10. The form *proven* should not be used. 11. *Rap*, to knock, is regular. 12. *Spit*, to pierce with a spit, is regular. 13. *Stay*, to cause to stop, is regular.

DEFECTIVE VERBS.

<i>Pres. Ind.</i>	<i>Past Ind.</i>	<i>Perf. Part.</i>	<i>Pres. Ind.</i>	<i>Past Ind.</i>	<i>Perf. Part.</i>
Beware ¹	_____	_____	Methinks ⁴	methought	_____
Can ²	could	_____	Must	must	_____
Do (aux.) ³	did	_____	Ought ⁶	ought	_____
Have (aux.) ³	had	_____	_____	quoth ⁶	_____
List	_____	_____	Shall	should	_____
May	might	_____	Will (aux.) ³	would	_____
Meseems ⁴	meseemed	_____	Wot ⁷	wist	_____

1. *Beware*, from *be* and *aware*, has no participles. It is used in the present tense, and imperative or infinitive mood. 2. *Can, do, have, may, must, ought, shall, and will* are called *auxiliary verbs*. They have no participles or infinitives. 3. *Do, have, and will* are frequently used as *principal verbs*. *Would* (= wish) is sometimes thus used in the present indicative. 4. The prefix *me* is the dative of the pronoun. The subject is the clause that follows the verb. 5. *Ought* is called by some grammarians a principal verb. 6. *Quoth* is used in the past indicative only. It is equivalent to *said*; as, "*Quoth* the raven, *Nevermore*." 7. *Wot* (A.-S. *witan*, to know) is used in the Bible, etc. The present infinitive is *wit*, which is used in *to wit*, meaning *namely*.

C.

RULES FOR SPELLING.

The following Rules for Spelling are of service in inflecting words:

Rule 1. Final *e* is dropped when a suffix beginning with a vowel is added.

EXAMPLES. — *Come, coming; love, lover; wise, wiser.*

EXCEPTIONS. — Final *e* is retained (1) after *c* and *g* when the suffix begins with *a* or *o*; as, *changeable, peaceable*; (2) after *o*, as *shoeing*; and (3) when it is needed to preserve the identity of the word: as, *dyeing, singeing*.

Rule 2. Final *e* is retained when a suffix beginning with a consonant is added.

EXAMPLES. — *Wise, wisely; pale, paleness.*

EXCEPTIONS. — A few words drop *e*; as, *true, truly; awe, awful: wise, wisdom*, etc.

Rule 3. Final *y* preceded by a consonant is changed to *i* when a suffix not beginning with *i* is added.

EXAMPLES. — *Try, tried; merry, merrily; happy, happier; dry, driest, drying.*

EXCEPTIONS. — *Beauteous, piteous, plenteous, shyness, slyly, spyer*, etc.

Rule 4. Final *y* preceded by a vowel is not changed when a suffix is added.

EXAMPLES. — *Joy, joyful; day, daylight.*

EXCEPTIONS. — A few words take *i*: *laid, lain, said, daily, paid*, etc.

Rule 5. The final consonant of a monosyllable or a word accented on the last syllable, is doubled when a suffix beginning with a vowel is added, if the consonant is preceded by a single vowel.

EXAMPLES. — *Hot, hotter; fit, fitting; begin, beginning; prefer, preferred.*

EXCEPTIONS. — The letters *x, k, and v* are not doubled. *S* in *gas* is not doubled; as, *gas, gases*.

Rule 6. The final consonant is not doubled when a suffix is added, if the consonant is not preceded by a single vowel, if the suffix does not begin with a vowel, or if the word is not accented on the last syllable.

EXAMPLES. — *Sail, sailing; hot, hotly; benefit, benefiting.*

EXCEPTIONS. — Some authors write *traveller, cancelled, worshipping*, etc.

D.

CAPITAL LETTERS.

The following words should begin with capital letters :

1. The first word of a sentence.
2. The first word of a line of poetry.
3. The first word of a direct quotation.
4. Names representing the Deity.
5. Particular names and words derived from them.
6. Titles, and abbreviations of particular names and titles.
7. The names of things regarded as persons.
8. The names of the months and the days of the week.
9. The important words in a heading.
10. Words of special importance.
11. The pronoun *I* and the interjection *O* should be written with capitals.



E.

PUNCTUATION.

The principal punctuation marks, or points, are the comma (,), the semicolon (;), the colon (:), the period (.), the interrogation-point (?), the exclamation-point (!), the dash (—), marks of parenthesis (), brackets [], and quotation marks (" ").

THE MARKS MOST FREQUENTLY USED.

- I. The period is used —
 1. After declarative and imperative sentences.
 2. After abbreviations, headings, Arabic figures used to number paragraphs, etc.
- II. The interrogation-point is used after questions.
- III. The comma is used —
 1. Between every two words or phrases of a series of more than two in the same construction.

2. Between two words or phrases of equal rank, when the conjunction is omitted.

3. To set off appositive nouns and adjective clauses that are explanatory, but not restrictive.

4. To set off transposed phrases and clauses.

5. To set off interposed words, phrases, and clauses.

6. To set off short quotations informally introduced.

7. To set off independent elements.

8. Frequently, to mark the ellipsis of a word.

9. Sometimes, at the end of a long subject.

10. Sometimes, between the members of a compound sentence that are not subdivided by commas.

IV. The semicolon is used between the members of a compound sentence that are subdivided by commas.

OTHER PUNCTUATION MARKS.

V. Quotation marks are used to inclose quoted expressions.

VI. Marks of parenthesis are used to inclose a remark or explanation that has no essential connection with the rest of the sentence.

VII. The dash is used sometimes, to set off a parenthetical expression.

VIII. Brackets are used to inclose a remark or correction made by some one not the author.

IX. The exclamation-point is used after expressions that denote strong emotion.

X. The colon is used before an enumeration, or a quotation introduced by "as follows," or an equivalent expression.

F.

ABBREVIATIONS IN COMMON USE.

TITLES.

Mr., Mister.

Messrs., Messieurs (Fr. pl.).

Esq., Esquire.

Mrs., (pronounced *Misses*), Mistress.

D.D., Doctor of Divinity.

A.M., or *M.A.*, Master of Arts.

Hon., Honorable.

Rev., Reverend.

Pres., President.

Gov., Governor.

<i>LL.D.</i> , ¹ Doctor of Laws.	<i>Prof.</i> , Professor.
<i>Dr.</i> , Doctor.	<i>Gen.</i> , General.
<i>M.D.</i> , Doctor of Medicine.	<i>Col.</i> , Colonel.
<i>Ph.D.</i> , Doctor of Philosophy.	<i>P.M.</i> , Postmaster.

CHRONOLOGICAL ABBREVIATIONS.

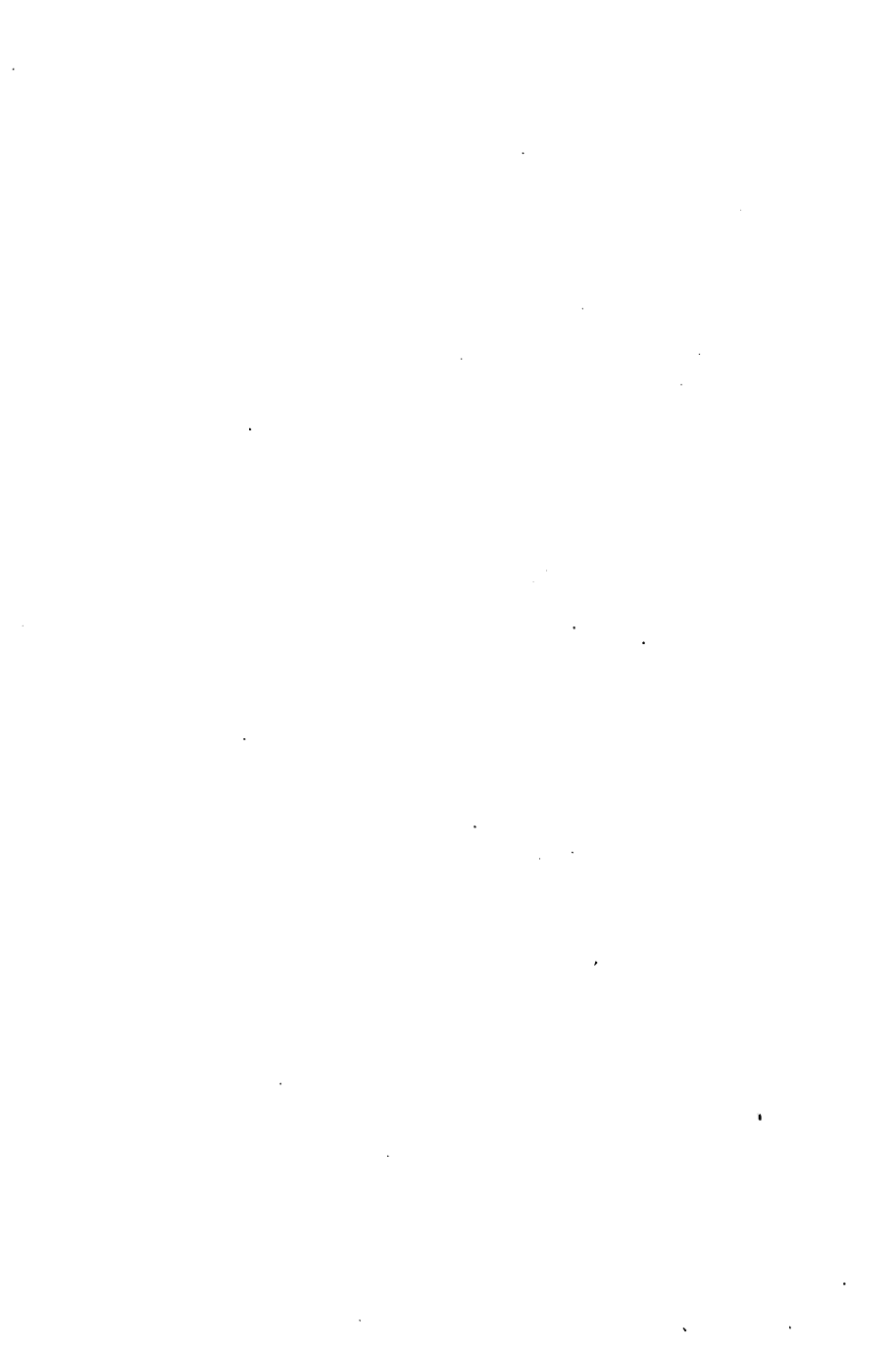
<i>A.M.</i> , forenoon.	<i>Mo.</i> , month.	<i>Je.</i> , ² June.
<i>P.M.</i> , afternoon.	<i>Ult.</i> , last month.	<i>Jy.</i> , ² July.
<i>Sun.</i> , Sunday.	<i>Inst.</i> , this month.	<i>Aug.</i> , August.
<i>Mon.</i> , Monday.	<i>Prox.</i> , next month.	<i>Sept.</i> , September.
<i>Tues.</i> , Tuesday.	<i>Jan.</i> , January.	<i>Oct.</i> , October.
<i>Wed.</i> , Wednesday.	<i>Feb.</i> , February.	<i>Nov.</i> , November.
<i>Thurs.</i> , Thursday.	<i>Mar.</i> , March.	<i>Dec.</i> , December.
<i>Fri.</i> , Friday.	<i>Apr.</i> , April.	<i>B.C.</i> , before Christ.
<i>Sat.</i> , Saturday.	—, May.	<i>A.D.</i> , in the year of our Lord.

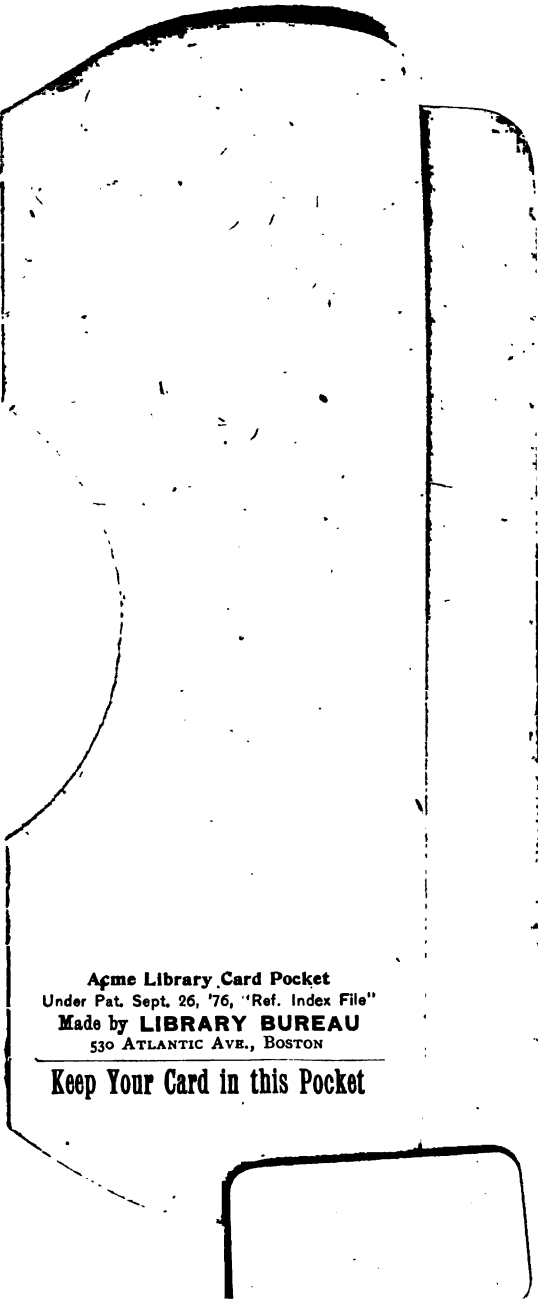
MISCELLANEOUS ABBREVIATIONS.

<i>N.</i> , north.	<i>Ms.</i> , manuscript.
<i>S.</i> , south.	<i>p.</i> , page.
<i>E.</i> , east.	<i>pp.</i> , pages.
<i>W.</i> , west.	<i>Dr.</i> , debtor.
<i>St.</i> , street.	<i>Cr.</i> , creditor.
<i>Ave.</i> , avenue.	<i>Do.</i> , ditto (the same).
<i>Sr.</i> , senior.	<i>Pro tem.</i> , for the time being.
<i>Jr.</i> , junior.	<i>U.S.A.</i> , United States of America, or United States Army.
<i>Co.</i> , company.	<i>U.S.N.</i> , United States Navy.
<i>e.g.</i> , for example.	

¹ Do not write "L.L.D.,"

² As a rule, words of four letters or less should not be abbreviated.





Acme Library Card Pocket
Under Pat. Sept. 26, '76, "Ref. Index File"
Made by **LIBRARY BUREAU**
530 ATLANTIC AVE., BOSTON

Keep Your Card in this Pocket

